S
629.283
P11TEI
1973

MONTANA STATE LIBRARY
3 0864 1002 3585 5

RAFFIC EDUCATION

INSTRUCTIONAL PROGRAMMING

FOR

MONTANA SCHOOLS

STATE OF MONTANA
OFFICE OF THE SUPERINTENDENT
OF PUBLIC INSTRUCTION
DOLORES COLBURG, SUPERINTENDENT
HELENA, MONTANA 59601

1973

TRAFFIC EDUCATION
INSTRUCTIONAL PROGRAMMING
FOR
MONTANA SCHOOLS

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena, Montana 59601

1973

Financed through a grant under the Highway Safety Act of 1966, P.L. 89-564

FOREWORD

Human behavior is a very large factor in traffic safety. Traffic education in our public schools has been a most effective program in changing human behavior as evidenced by many studies that have compared the driving habits of the traffic educated versus the non-traffic educated driver. Thus, our schools have a great responsibility to society in providing the finest programs possible in traffic education.

This publication has been prepared to assist in the development of a traffic education program of excellence in schools throughout Montana. It was written, therefore, primarily for school administrators and for teachers. An Individualized Performance Curriculum Guide is a major part of the work completed to date with Standards and Procedures for the Organization and Administration of Traffic Education to follow.

The basic content of the curriculum guide was developed by participants in a workshop sponsored by this office and made possible through a grant under the Highway Safety Act of 1966 and with the cooperation and encouragement of a number of other people and agencies. The entire effort of developing and preparing this publication was directed by Curtis R. Hahn, Traffic and Safety Education Supervisor in my office, to whom special appreciation and thanks is extended.

To the workshop participants, who functioned as task force teams in developing the curriculum content, we express our appreciation. These individuals included Paul D. Anderson, Dawson County High School; Andrew Annala, Helena Public Schools; Vernon D. Barkell, Twin Bridges Public Schools; Glenn Blackburn, Hot Springs Public Schools; Richard Cummings, Jerome High School; James Dougherty, Dawson County High School; Robert Eva, Butte Public Schools; Ron Ewing, Sidney Public Schools; Larry Ficek, Dawson County High School; Walt Goodman, Helena Public Schools; Robert Halvorsen, Libby Public Schools; Kevin Hammond, Missoula County High Schools; Glenn Hatleberg, Bozeman Public Schools; William Kober, Three Forks Public Schools; Thomas G. Loggins, Butte Public Schools; Rodger McCormick, Bozeman Public Schools; Dan McKenty, Browning Public Schools; Leonard Markuson, Circle Public Schools; Dan Mueller, Libby Public Schools; Weldon Munter, Missoula County High Schools; George Nelson, Belgrade Public Schools; Edward Nilson, Anaconda Public Schools; Gary Olsen, Bozeman Public Schools; John Olson, Dawson County High School; Russ Pilcher, Missoula County High Schools; Gordon Rafdal, Livingston Public Schools; Georgia Rice, Havre Public Schools; Owen Ripley, Hardin Public Schools; Leo Schlenker, Bozeman Public Schools; Dick Schmidt, Moore Public Schools; Franklin Schoonover, Park Senior High School; Ronald Simpson, Dawson County High School; Ken Skillestad, Dawson County High School; Jack Sutton, Fairview Public Schools; Tom Thorpe, Missoula County High Schools; Tuck Walle, Missoula County High Schools; John Wild, Helena Public Schools; James Woodhall, Livingston Public Schools; and Robert Woody, Cascade Public Schools.

To the workshop staff consultants, Mr. Keith Bartol, Seattle, Washington, and Mr. Richard Boyer, Glenview, Illinois, go a special thanks for their excellent work in the preparation and review of the material contained herein.

Recognition is extended to Daniel Trythall, Montana State University, for graphic assistance.

Appreciation is extended to the following Montana school administrators for their assistance and encouragement: Mr. Donald Driscoll, Principal, Havre High School; Mr. Clifford Harmala, Superintendent, Glendive Public Schools; Mr. Raymond Hokanson, Superintendent, Livingston Public Schools; Mr. Eugene Lagerquist, Superintendent,

Plentywood Public Schools; Mr. Joseph H. Lutz, Superintendent, Havre Public Schools; Mr. G. O. Munson, Superintendent, Drummond Public Schools; Mr. Oscar B. Prestbo, Superintendent, Cascade Public Schools; and Mr. Robert Singleton, Superintendent, Conrad Public Schools.

Recognition is extended to the following individuals for their helpful suggestions and recommendations: Mr. John Cadby, Director, Montana Automobile Dealers Association; Dr. Russell Carlson, Curriculum Coordinator, Great Falls Public Schools; Mr. Lee Cloninger, Engineer, Montana Department of Highways; Mr. G. V. Erickson, Director, Secondary Education and Foundation, Montana State University; Mrs. Joyce Forsgren, Associate, Montana State University; Mr. John Goebel, Assistant Professor, Northern Montana College; Mr. Albert Goke, Administrator, Montana Highway Traffic Safety Division; Mr. Brian Larson, North Dakota Department of Public Instruction; Mr. David McLaughlin, President, Montana Traffic Education Association; Mr. Tom Maddox, Montana Association of Independent Insurance Agents; Dr. Glen Martin, Chairman, Department of Civil Engineering, Montana State University; Sgt. J. R. Puckett, Montana Highway Patrol Bureau; Mr. Alfred C. Scheer, Department of Civil Engineering, Montana State University; Mr. Leon Schneider, Traffic Engineer, Montana Highway Traffic Safety Division; Capt. Duane Tooley, Montana Highway Patrol Bureau, and Dr. Ralph Zimmer, Department of Civil Engineering, Montana State University.

Special recognition is given to the many states, agencies, and organizations that made current resource materials and curriculum ideas available to Montana during the development of this Curriculum Guide.

Dolores Colburg

DOLORES COLBURG
SUPERINTENDENT OF
PUBLIC INSTRUCTION

JUNE 1973

TABLE OF CONTENTS

INDIVIDUALIZED PERFORMANCE CURRICULUM GUIDE FOR TRAFFIC EDUCATION

Definition of Terms 1

Structure and Format of the Curriculum Guide . . . 2

Underlying Philosophy of the Curriculum Guide . . . 5

Principles and Understandings Underlying the Curriculum Guide 6

CLASSROOM INSTRUCTION

UNIT A: Basic Performance Tasks 1

Concept: 1.0 Traffic Controls 5

2.0 Vehicle Dynamics 16

3.0 Vehicle and Road Interaction 23

UNIT B: Traffic Interaction Tasks 30

Concept: 1.0 Human Functions 35

2.0 Lane Placement 42

3.0 Intersections 49

4.0 Following 57

5.0 Being Followed 63

6.0 Lane Changing 65

7.0 Passing 68

8.0 Being Passed 72

9.0 Parking 75

10.0 Turnabouts 83

UNIT C: Critical Driving Tasks 86

Concept: 1.0 Response Analysis 90

2.0 Traction Loss 96

3.0 Vehicle Malfunctions 103

UNIT D: Traffic Environment Tasks 109

Concept: 1.0 Trip Planning 114

2.0 City Driving 121

3.0 Residential Area 127

4.0 Rural Highways and Country Roads 130

5.0 Freeway Driving 139

UNIT E: You and Other Driver Tasks 148

Concept: 1.0 Vision 153

2.0 Physical Fitness 165

3.0 Distractions 170

4.0 Emotions 173

5.0 Risk Acceptance 174

6.0 Alcohol 178

7.0 Drugs 184

UNIT F: Crash Reduction Tasks 189

Concept: 1.0 Highway Collisions 193

2.0 Minimizing Impact Forces 201

3.0 Vehicle Inspection and Maintenance 203

4.0 Collision Scene 208

5.0 Financial Responsibility 215

6.0 Ownership and Selection Responsibility 218

UNIT G: Improving Driving Condition Tasks 221

Concept: 1.0 Traffic Engineering 224

2.0 Traffic Law and Enforcement 232

3.0 Vehicle Engineering 237

4.0 Driver Licensing 242

TRAFFIC ENVIRONMENT

UNIT A:	Basic Control Tasks	1
Concept:	1.0 Vehicle Familiarization	2
	2.0 Pre-Start and Starting	9
	3.0 Entering Roadway	14
	4.0 Braking and Stopping	18
	5.0 Turns	19
	6.0 Backing	25
	7.0 Returning to Curb and Securing	29
UNIT B:	Traffic Interaction Tasks	34
Concept:	1.0 Lane Placement	35
	2.0 Intersecting	39
	3.0 Following	46
	4.0 Being Followed	50
	5.0 Lane Changing	53
	6.0 Passing	57
	7.0 Being Passed	61
UNIT C:	Special Maneuver Tasks	65
Concept:	1.0 Parking	66
	2.0 Turnabout	78
UNIT D:	Traffic Environment Tasks	89
Concept:	1.0 Residential	90
	2.0 Urban	92
	3.0 Expressway	93
	4.0 Rural	99
UNIT E:	Critical Situation Tasks	101
Concept:	1.0 Vehicle Malfunction	102
	2.0 Traction Loss	104

APPENDICES

EXHIBIT A. TRAFFIC ENVIRONMENT ASSESSMENT A.1

EXHIBIT B. TRAFFIC EDUCATION INSTRUCTIONAL PROGRAMMING IDEAS B.1

STANDARDS AND PROCEDURES FOR THE ORGANIZATION AND ADMINISTRATION OF TRAFFIC EDUCATION

INDIVIDUALIZED PERFORMANCE CURRICULUM GUIDE FOR TRAFFIC EDUCATION

DEFINITION OF TERMS

1. TRAFFIC EDUCATION - synonymous with driver education. It involves learning experiences which are provided by the school for the purpose of helping students become responsible traffic citizens and to instill a desire to use motor vehicles safely and efficiently.

2. PERFORMANCE CURRICULUM - (1) precise objectives stated in behavioral terms; (2) performance criteria specified and made known with the objectives; (3) instruction pertinent to the criteria; and (4) learner accountability in terms of the criteria. Emphasis is placed on successful achievement.

3. PRE/POST ASSESSMENTS - The primary function of pre-assessment is the determination of individual needs and competencies. Such an evaluation should give direction in selecting appropriate educational experiences to meet the specific needs. The post-assessment should indicate the acquired achievement level of the individual in terms of the prescribed criteria.

4. INDIVUALIZED LEARNING GUIDES - Various forms of problem solving or procedural media which allows the student to prepare, analyze, and evaluate differing learning experiences.

5. TO GET FROM HERE TO THERE - A series of 15 films which emphasize the various components of the traffic environment. Individual decision making strategies are based on the concepts of crash avoidance and reduction. This film series will be made available to all school districts by 1974.

6. SIMULATION - An Electro-mechanical system which provides for the development of manipulative, procedural, and decision making competencies.

7. DECISION MAKING - The process of decision making involves the competencies of Identifying, Predicting, Deciding, and Executing. (IPDE) The proficiency in achieving these tasks is the basis for crash avoidance.

8. PSYCHOPHYSICAL EQUIPMENT - Testing devices used to measure certain psychophysical characteristics such as field of vision, visual acuity, distance judgment, reaction time, color discrimination, etc.

I. STRUCTURE AND FORMAT OF THE CURRICULUM GUIDE

Designed to focus on the individual's needs to perform appropriately in varying traffic environments, this curriculum is composed of the following interrelated phases:

CLASSROOM INSTRUCTION--A series of units of study pertaining to those concepts, judgments and responses an individual should have an understanding of to become an efficient participant in the highway transportation system. The units are designed for large group motivational presentations, small group discussions, and individual reading and study assignments. A programmed series of films, "To Get From Here to There," is utilized to further develop perceptual skills and behaviors conducive to safe operation within the traffic environment.

TRAFFIC ENVIRONMENT INSTRUCTION--Real and simulated, controlled and uncontrolled situations and experiences to which the student is exposed both on and off streets and highways in an effort to develop proper behavior and skills for safe, responsible highway use.

Each of the above phases of the curriculum is divided into units and concepts:

UNIT--A unit is a grouping of related concepts. Each unit provides a "Pre/Post Self Assessment" which is designed to: (1) determine individual achievement levels; (2) guide instructors in selection and programming of materials; and (3) to determine final levels of achievement. The "Pre/Post Self Assessments" reflect the principal knowledge and performance identified within that particular unit of instruction. Each unit can be correlated and interrelated with corresponding units within many other curricular areas of a school's program.

CONCEPT--A concept is a grouping of related tasks and activities. Provision is made for specific learning experiences in each concept. Each concept has one major performance objective which identifies the overt performance desired of the student. Many authorities agree that "performance objectives" should also identify the condition under which the performance is to be executed and the level of achievement required for successful completion. However, because this curriculum guide is offered for use in all Montana schools consisting of a wide variety of environments, the members of the Traffic Education Curriculum Development Task Force agreed that the conditions under which the performance is to be executed and the levels of achievement required for successful completion could only realistically be determined by each individual instructor and his students. Space is provided throughout the curriculum to allow instructors to state this information.

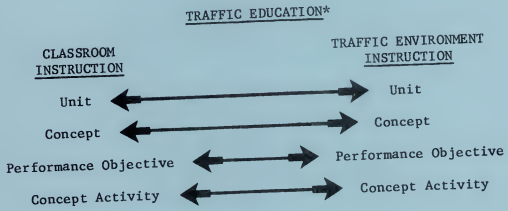
In addition, each concept offers a sequential ordering of activities in the learning process. Each activity may be one of the following:

a. Student Oriented--to identify learning activities with specified performance required of student.

b. Teacher Oriented--to provide necessary procedures for future performance required of student.

c. Group Oriented----to allow for constructive group interaction that will reinforce individual learning experiences.

To illustrate the interrelating process of the curriculum guide the following model portrays the functional aspects of the curriculum.



The instructional phases have been color-coded for easier identification and implementation of unit activities. They are as follows:

CLASSROOM INSTRUCTION

(Buff)

TRAFFIC ENVIRONMENT INSTRUCTION

(Gold)

APPENDICES

(Green)

*To the casual observer it may at first appear that some aspects of the traffic environment such as cycles, pedestrians, animals, trailers, recreational vehicles, weather and night have been omitted because they have not been isolated as separate units or concepts. However, thorough examination of the curriculum should illustrate that all aspects of the traffic environment are integrated throughout the curriculum guide.

FORMAT UTILIZED THROUGHOUT THE
MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDCUATION

UNIT: Grouping of Related Concepts

CONCEPT: Grouping of Related Tasks and Activities

PERFORMANCE OBJECTIVE: Identifies overt performance desired of the student. The conditions of performance and achievement levels must be determined by each individual instructor/students.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Various materials and media that may be used for programming student learning. (Not all inclusive) Additional reference materials may be gathered and programmed by each individual instructor.	Various activities to be performed by the instructor to assist the student in achieving the objectives.	Various activities to be performed by the student in order to achieve the objective. The conditions of performance and achievement levels required must be determined by each individual instructor/students.

IT IS STRONGLY SUGGESTED THAT COPIES OF EACH CONCEPT BE DISTRIBUTED TO ALL STUDENTS.
This should facilitate better student understanding and thereby increase student learning.

II. UNDERLYING PHILOSOPHY OF THE CURRICULUM GUIDE

An individual has an immense capacity for learning and adapting to his environment. Through learning, students constantly do a remarkable job of adjusting to their physical environment in accordance with their needs, desires and capabilities. To further facilitate this adjustment, systems have been developed and implemented. One of the most common, and yet most sophisticated, systems of the present day is that of transportation.

The primary objective of the transportation system is the movement of individuals from one place to another in a safe, efficient and convenient manner. The major components of this activity are: the individuals who use the system, the vehicles which move the people and the ever-changing environments in which the individuals and vehicles operate.

In a democratic and mobile society, all individuals, regardless of age, ability (physical or mental) and maturity, are entrusted with considerable responsibility for the control of their personal selves and the operation of their vehicles. They operate or ride in vehicles of various sizes, performances and conditions. The operation of such vehicles occurs on various roads and in coordination with many drivers. The roadways differ in design, construction and condition and are constantly being modified by lighting and weather conditions. Thus, the individual must often make complex decisions involving many variables when moving in the traffic environment.

Traffic behavior presents an interesting paradox. To the casual observer, the ability to perform safely in traffic may consist merely of acquiring a few simple psychomotor skills in addition to applying basic rules. However, traffic behavior is really a complex task. Individuals are involved in the demanding and constant process of observing, evaluating and deciding how best to achieve safe and efficient movement. In reality, traffic behavior is not just a physical task but rather a mental and social task which must be learned.

We must not assume that a student will automatically grow to understand his traffic environment. Precise training must be initiated to prepare him for the judgments and responses he must make. From planned learning, the individual develops the set of expectations, commitments, concepts, judgments and responses upon which sound decisions are made. The process is expedited through formal training and supervised practice. The student needs a set of experiences that will enable him to achieve an acceptable level of proficiency. The tremendous number involved in traffic conflicts and the associated costs are compelling reasons for formal Traffic Education programs to be included in the curriculum of the schools. Traffic Education, properly taught and applied, promotes greater human conservation. In addition, it provides an excellent medium for the development of self-control, accurate decision making and personal and social responsibility.

The overall instructional performance objectives for Traffic Education in Montana schools are as follows:

A. The student can demonstrate proficiency in driving tasks under varying road and traffic conditions.

B. The student can select and apply, in various traffic situations, learned information concerning traffic laws and regulations, vehicle dynamics and highway environmental factors.

C. The student can demonstrate decision-making capabilities required for competent operation in a variety of highway environments under existing conditions.

D. The student can define the variety of psychological, social and physical factors which influence driving and develop personal habits to minimize ineffective traits and habits.

E. The student will analyze and select programs and systems of traffic management that will provide effective benefits to the user of the highways.

III. PRINCIPLES AND UNDERSTANDINGS UNDERLYING THE CURRICULUM GUIDE

A. COMMUNICATION

The learning process is facilitated if the teacher knows what he wants the pupil to learn and if the learner is aware of precisely what is expected of him.

B. PERSONALIZED INSTRUCTION

1. Learning should be individualized.
2. Learning should be goal oriented.
3. Accurate knowledge of achievement desired enhances learning.

C. PROGRAMMED INSTRUCTION

1. Programming encompasses a series of interrelated concepts.
2. Objectives are stated in terms of what the learner must be able to do.
3. Instruction is pertinent to the objectives.
4. Various media are utilized to assist students in achieving the objectives.

D. ACCOUNTABILITY OF TEACHING AND LEARNING

1. The performance level must be established locally for each objective.
2. Several kinds of objectives are used and interrelated:

   (a) Knowledge Objectives: What is known or understood.
   (b) Performance Objectives: What a person is able to do.
   (c) Consequence Objectives: The focus is on results.
   (d) Affective Objectives: Concerned with feelings, attitudes and beliefs.

3. All persons involved in the educational process (administrators, teachers, students, et al.) should be accountable for their "performance".

E. INSTRUCTION

It should be noted that performance objectives are related to tasks which portray real-world behavior (i.e., turning, entering freeways, passing, etc.). The behavior that can be taught and measured during this course enables students to perform effectively in real-world situations. Therefore, performance objectives should emphasize student-environment interaction with student-teacher interaction being secondary.

To facilitate meaningful learning, teaching demands competency in providing situations that encourage students to do the following:

a. Examine and clarify their feelings and values.
b. Explore alternative forms of behavior and related consequences.
c. Make and try out decisions in new situations.
d. Formulate generalizations.

For best results, students need to participate actively in these higher forms of learning. Information and skills must be taught in such a climate that students see and accept the responsibilities associated with the learnings.

F. INDIVIDUAL ASSESSMENT

Human functions--IDENTIFY, PREDICT, DECIDE, AND EXECUTE--involved in performing driving tasks serve as reference points throughout the curriculum. These functions are identified early and referred to constantly. They act as criteria for judging the validity of content and method as well as effectiveness of learning activities. Each curriculum item is designed to improve student capability in one or more of these functions. In short, they act as boundaries as well as an evaluative basis and background for the learning experiences.

To aid in evaluating the capability of the individual student to perform the human functions--identify, predict, decide and execute--assessments should be made by the student himself, his peer group and instructor. In addition to the self-study learning guides, assessment scales should be completed at frequent intervals.

G. POTENTIAL OUTCOMES

A course in Traffic Education will rarely change a student's "style of life," but it can change his "style of driving." Following this educational offering, students should be able to identify the competencies required to operate a motor vehicle, realistically appraise their present level of competency and develop a course of action which will lead toward excellance. Perhaps the most important goal of Traffic Education is to help students acquire the insights and motivation that will enable them to obtain their greatest potential as members of the highway transportation system.

H. CONTINUOUS PROGRESS

Regardless of which unit and concept a student is involved in, there is provision for gradient experiences that lead to progress. The student should therefore be

able to progress at his own rate from one unit and/or concept to another, competing only against himself. The flexible framework has been structured through the use of the system of concepts in order to meet individual needs. The performance objectives indicate what the student should be able to do when he has successfully completed a concept. The objectives also provide both the teacher and the student with a realistic means of evaluating progress and success achieved. It is strongly suggested that copies of each concept be distributed to each student. If this is done, both the student and the teacher have shared knowledge of the performance criteria, the criterion levels and the methods of assessment which permit accountability for results on the part of both learner and teacher.

CLASSROOM INSTRUCTION

UNIT A: Basic Performance Tasks

UNIT OBJECTIVE: The student will identify machine-roadway interactions and the associated laws and regulations which govern traffic movement.

Pre/Post Self Assessment

1.0 Traffic Control
2.0 Vehicle Dynamics
3.0 Vehicle and Road Interaction

Film Series: To Get From Here to There

"It's a Moving World"
"Signs of Life"
"The World Outside"

UNIT A: Basic Performance Tasks

Pre/Post Self Assessment

____ Pre Assessment

____Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use at the beginning and/or end of this learning unit.

Student: _____

1. Which wheels are affected when you apply the foot brake on an automobile?

____a. Front
____b. All four
____c. Rear

2. When driving on a flat, straight road, you lock the brakes and then attempt to make a sharp left turn. In what general direction will the vehicle proceed?

____a. Straight ahead
____b. Right
____c. Left

3. In turning a corner, which type of road is the safest?

____a. Crown
____b. Flat
____c. Banked

4. Where is the pull on the vehicle when making a right turn?

____a. Left
____b. Right side
____c. Front
____d. Rear

5. When going into a right-hand curve, you apply hard brakes--what direction will the car move?

____a. Stay in proper lane.
____b. Left front of vehicle will move toward center lane.
____c. Run off road on the right.
____d. None of these.

6. Where are the "pull" points on a vehicle during fast acceleration on a straight road?

____a. Front
____b. Left side
____c. Rear
____d. None

7. When braking on a smooth surface, this type of vehicle will generally take a longer distance to stop.

____a. Car
____b. Motorcycle
____c. Truck

8. On what type of road would you have the best tire interaction with the road surface?

____a. Pavement
____b. Gravel
____c. Dirt

9. Match the following signs with the appropriate term:

1. 3. 5. 7. 9.

2. 4. 6. 8. 10.

____a. Prohibited Movement
____b. Guide, inform
____c. Stop
____d. Regulate
____e. School
____f. Caution--slow moving vehicle
____g. Railroad
____h. Warn
____i. Yield
____j. No passing

10. What is the purpose of adjusting rear and side mirrors?

____a. Proper visual perception.
____b. Check passengers in the back seat.
____c. It is required in pre-drive.
____d. All of the above.

11. When making a right-hand turn, why do inexperienced drivers often run over the curb?

____a. They turn corner at too great a speed.
____b. Their speed is too slow around the corner.
____c. They fail to realize how the rear wheels function in a turn.
____d. All of the above.

12. On a sharp curve, which vehicle is more inclined to tip over?

____a. Automobile
____b. Motorcycle
____c. Pickup camper
____d. Van

13. Pavement marked to permit passing is

____a. A solid yellow line
____b. A broken center line
____c. A double line

14. A traffic signal must be placed

____a. In the center above the intersection.
____b. On the corner of an intersection.
____c. Both of the above.

15. A road is crowned to

____a. Permit drainage.
____b. Assist in vehicle control.
____c. Neither of the above.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT A. Basic Performance Tasks

CONCEPT: 1.0 Traffic Controls

PERFORMANCE OBJECTIVE: The students will be able to identify and interpret traffic signs, controls and pavement markings.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "Signs of Life" Pre/Post Self Assessment Filmstrips: "Traffic Signs & Controls" Bumpa-Tel, Inc. P. O. Box 611 Cape Girardeau, Mo. 63701 $39.95 "Uniform Traffic Control Devices" Part I Traffic Signs & Symbols Safety Centers, Inc. 25 Reservoir Ave. Providence, R.I. 02907 $25.00 Slides: Local slides of traffic control devices. INSTRUCTOR MATERIAL The New Look in Traffic Signs and Markings Supt. of Documents U. S. Gov't Printing Office Washington, D. C. 20402	1.1 Instructor and student interactions regarding recognition and interpretation of traffic signs. Discussion Questions a. How would you be affected if all traffic signs were removed? b. If you could change a traffic sign in your community which sign would you change and why? c. What are some disadvantages of traffic signs?	1.1 The student will identify traffic control signs by shape and color and interpret their purpose in relation to the driving task. Learning Guide #1 The student should determine that most signs have warrants developed for their use and that studies (accident, volume, speed, etc.) must be accomplished prior to installation. The student should know that all traffic control devices have disadvantages such as: a. Placing a restriction of some sort on a driver. b. Possibility of not being seen. c. Possibility of being misunderstood.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Manual on Uniform Traffic Control Devices Supt. of Documents Stock No. 5001-0021 $3.50 Montana Sign Index Traffic Design Section Montana Dept. of Highways Helena, Montana 59601 Traffico (A Game) Traffico Suite 1800 51 East 42nd Street New York, N. Y. 10017 STUDENT MATERIAL Montana Drivers Manual Pre/Post Self Assessment(s) Individualized Learning Guides #1, #2, #3	d. How are posted speed limits determined? e. What is the significance of color on traffic signs? f. Compare the new symbol signs with the signs now used. How are symbol signs different? g. Are all traffic signs consistent in terms of color, shape and location? h. Why is it important to recognize signs by their shape? i. How might drivers benefit from uniform traffic control devices? j. Who determines where signs should be placed and what are the factors involved in the decision? k. What are the dangers of excessive use of control devices?	d. Possibility of being used incorrectly. The student should know that speed limits in Montana are set on the basis of a traffic and engineering investigation with the exception of a few specified in the Montana Vehicle Code Book.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	1.2 Instructor and student interaction in recognition and interpretation of traffic control signals. Discussion Questions a. If you could change a traffic signal in your community, which one would you change and why? b. What are the disadvantages of traffic signals? c. How does signal placement affect the driver's perception of a signal? d. If all traffic signals were removed, what would be the effect on traffic flow?	1.2 The student will identify traffic control signals and determine the correct driver action. Learning Guide #2 a. Students will list the eight signal warrants, their derivation and useage.
	1.3 Instructor and student interaction regarding the recognition and interpretation of pavement marking traffic controls. Discussion Questions a. What are pavement markings used for on a highway? b. What information does the following provide for a driver:	1.3 The student will define the various pavement markings and determine their effect upon the actions of drivers. Learning Guide #3

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	Solid white or yellow line on edge of pavement? Broken yellow line in center of the pavement? Solid white or yellow line in your traffic lane? Double yellow line? Arrow or message on pavement? c. What are some disadvantages of pavement markings?	
	1.4 Instructor will discuss pedestrian traffic controls.	1.4 Student will identify pedestrian traffic controls. PERFORMANCE PROFICIENCY Student will complete Individualized Learning Guide #1 to access his proficiency in interpretation of traffic signs. Student will complete Individualized Learning Guides #1, #2, #3 to assess proficiency in interpretation of traffic control signs, signals and markings. Student will complete Self Assessment "Signs of Life" and read information sheet about "New" traffic controls.

I II III IV V

1. Sign I is a:

____a. Railroad warning
____b. Warning sign
____c. Stop sign
____d. Yield sign

2. Sign II is a:

____a. Railroad warning
____b. Warning sign
____c. Stop sign
____d. Yield sign

3. Sign III is a:

____a. Railroad warning
____b. Warning sign
____c. Stop sign
____d. Yield sign

4. Sign IV is a:

____a. Railroad warning
____b. Warning sign
____c. Stop sign
____d. Yield sign

5. Which sign asks the driver to prepare for a possible hazard ahead?

____a. Sign I
____b. Sign II
____c. Sign III
____d. Sign IV
____e. Sign V

6. Which sign asks the driver to begin slowing, scanning, and listening?

____a. Sign I
____b. Sign II
____c. Sign III
____d. Sign IV
____e. Sign V

7. Which sign asks the driver to slow down at a cross street but stop only if cars are approaching?

____a. Sign I
____b. Sign II
____c. Sign III
____d. Sign IV
____e. Sign V

8. How does the action required at Sign I differ from that required at Sign II?

____a. Full stop never required at Sign I but always required at Sign II.
____b. Yield to pedestrians at Sign I but not at Sign II.
____c. Full stop not always required at Sign I but always required at Sign II.
____d. Yield to cars from the right and left at Sign I but yield only to cars from the right at Sign II.
____e. Full stop always required at Sign I but not always required at Sign II.

9. Label the illustrated signs shown on previous page for correct color.

Traffic Control		Driver Reaction
1.	Flashing red signal light	
2.	Flashing yellow signal light	
3.	Traffic or pedestrian actuated signals	
4.	Placement of signals	
5.	Red signal light	
6.	Yellow signal light	
7.	Green signal light	

NEW TRAFFIC CONTROL
INFORMATION SHEET

1. Why new controls:

   A. Easier to see...Signs with new shapes, colors and legends will be easier to see.
   B. Symbols...On many signs a symbol will replace a word message.
   C. New "No"...Red circle and "slash" as the symbol will be uniform.
   D. Uniformity...The most important reason.

2. SIGNALS: With the "new look," traffic signals will have three, rather than one, turn arrows. In addition to the green arrow now used to indicate when a turn is allowed, yellow and red turn arrow signals may also be used to show other conditions for turn movements. A yellow arrow may be used following the green arrow to indicate the end of an allowed movement. A red arrow may be used after that to indicate when the turn may not be made.

3. PAVEMENT: A dashed yellow center line will be used where passing is permitted. Two yellow lines, one solid and one dashed, will be used to mark the center line of sections where passing is permitted in one direction. (The solid yellow line will be on the side of drivers who may not pass.) Two solid yellow lines will be used where passing is prohibited in both directions. With yellow as the only center line color on two-way roads and streets, drivers will have a continuing color reminder that they should expect traffic in the opposite direction.

4. COLOR: Red...Stop or prohibition. Green...Indicated movements permitted, direction guidance. Blue...Motorist services guidance. Yellow... general warning. Black...Regulation. White...Regulation. Orange...Construction and Maintenance warning. Brown...Public recreation and scenic guidance.

5. SHAPES:

OCTAGON
Exclusively for stop signs

PENNANT
Advance warning of No Passing Zones

HORIZONTAL RECTANGLE
Generally for guide signs

VERTICAL RECTANGLE
Generally for regulatory signs

DIAMOND
Exclusively to warn of existing or possible hazards on roadway or adjacent areas

EQUILATERAL TRIANGLE
Exclusively for Yield signs

PENTAGON
School advance and school crossing signs

ROUND
Railroad (Advanced Warning) signs

6. TRANSITION: Pavement markings are to be changed over to the new standards by the end of 1972. Signs to be replaced by the end of 1974. Signals not yet definitely programmed.

INDIVIDUALIZED LEARNING GUIDE #3

Pavement Markings	Driver Reaction
1. Marked crosswalk	
2. Unmarked crosswalk	
3. Traffic islands	
4. Solid white line on pavement edge	
5. Broken yellow line in center of pavement	
6. Solid yellow line in your lane	
7. Double yellow line in center of pavement	
8. Directional arrows	
9. Broken white lines	

"SIGNS OF LIFE"

Pre/Post Self Assessment ____ Pre Assessment

____Post Assessment

Explanation: This self assessment is suggested for use with the film "Signs of Life" from the film series To Get From Here to There.

Student: _____

1. When a person willfully, or neglectfully, fails to heed signs, what can and very often does happen?

2. Which of the following would not involve the laws of nature?

____a. Icy roads.
____b. The shape of the road.
____c. A hill.
____d. A signal light.
____e. Condition of the road.

3. A flashing amber light means:

____a. Yield right of way.
____b. Stop.
____c. Caution and stay alert.
____d. School zone.

4. A solid yellow line on your side of the center line means:

____a. One-way traffic.
____b. Divided highway ends.
____c. Do not pass.
____d. Slow and proceed with caution.

5. A flashing red light means:

6. Due to sunglare, vandalism, or old age, the message on many signs is often illegible. Thus we often have to recognize signs by their shape. What is the meaning of the following sign shapes?

____a. Diamond
____b. Octagonal
____c. Round
____d. Triangular
____e. Rectangular

7. The speed limit in an unposted residential area is:

____a. 20 mph
____b. 25 mph
____c. 30 mph
____d. 35 mph
____e. None of these

8. What is the purpose of traffic signs?

____a. To govern speed and control traffic.
____b. To guide you as a driver.
____c. To help prevent accidents.
____d. All of these.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT A. Basic Performance Tasks

CONCEPT: 2.0 Vehicle Dynamics

PERFORMANCE OBJECTIVE: Students will determine the effect of various degrees of braking, acceleration and steering upon different vehicles.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "It's A Moving World" Pre/Post Self Assessment STUDENT MATERIAL Pre/Post Self Assessment(s) Individualized Learning Guide #4	2.1 Instructor will discuss the effects of braking on different types of vehicles. Instructor demonstration of locked brakes. Discussion Question a. When you apply the brakes, how many wheels are affected?	2.1 Student will identify the effect of gradual and hard braking on various vehicles. Learning Guide #4
	2.2 Instructor will discuss the concept of maximum braking and locked wheels and its effect on steering control. Discussion Questions a. Which wheels are the first to begin skidding on a hard braking? b. Is stopping distance reduced by power brakes? c. If you have power brakes, do you lose braking if engine stalls?	2.2 Student will identify the effects of braking upon steering control. Learning Guide #4

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	d. How can the parking brake be effectively used in case of brake failure? e. Why does every car have brake lights?	
	2.3 Instructor will demonstrate why various vehicles react differently when braked.	2.3 The student will define the effect of braking upon various vehicles at different rates of speed.
	2.4 Instructor will discuss: "Braking isn't always the safest reaction to emergency situations." Discussion Questions a. If a vehicle is stopped rapidly, what happens to the passengers and objects inside the vehicle? b. What effect does a steep downgrade have upon braking?	2.4 The student will evaluate the results of hard braking in various traffic situations.
	2.5 The instructor will inform students by means of supplements the effects of acceleration on vehicles. Discussion Question a. What factors affect acceleration? Engine power and gear ratio and gross weight of vehicle.	2.5 The student will interpret the effect of acceleration on vehicles by illustration and class discussion. Learning Guide #4

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	Traction of drive wheels. Selection of gear: D, D_1, D_2, R or D.S.	
	2.6 Different vehicles react differently when accelerated. The instructor will demonstrate by use of models and explain why. Discussion Questions a. What is "fishtailing"? b. What is a "wheelie"? c. What is "peeling out"? d. How do the above effect vehicle control?	2.6 The student will identify the results of acceleration upon various types of vehicles.
	2.7 Instructor will discuss how rates of speed affect the turning capabilities of vehicles.	2.7 The student will analyze the effect turning has upon vehicles.
	2.8 Instructor will demonstrate why different vehicles react differently when turned.	2.8 Student will interpret why high rates of speed on curves are dangerous.
	2.9 Instructor will discuss why vehicles with higher centers of gravity are more inclined to tip on curves.	2.9 The student will evaluate why certain vehicles (such as pick-ups, campers or trucks) can cause problems in cornering.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	Discussion Question a. While turning a vehicle left, which way does the vehicle's body shift?	PERFORMANCE PROFICIENCY The student will complete Individualized Learning Guide #4. Student will complete Self Assessment "It's a Moving World."

INDIVIDUALIZED LEARNING GUIDE #4

Describe the possible effects on the vehicles listed below if you.....

Vehicles	Applied hard brakes	Accelerated rapidly	Turned rapidly
Regular car			
Station wagon			
Pickup truck			
Car with trailer			
Camper			
Semi Truck			
Motorcycle			

"IT'S A MOVING WORLD"

Pre/Post Self-Assessment

____ Pre Assessment

____Post Assessment

Explanation: This self assessment is suggested for use with the film "It's a Moving World" from the film series To Get From Here to There.

Student: _____

---

1. What is the approximate annual death rate from traffic-related accidents in the U. S.?

____a. 20,000
____b. 40,000
____c. 55,000
____d. 100,000

2. What is the principal contributing factor of vehicle accidents?

____a. Mechanical failure.
____b. Driving too fast for conditions.
____c. Poor hand-eye coordination.
____d. Hours of darkness.

3. Most accidents involve:

____a. The element of surprise.
____b. A lack of concentration.
____c. A lack of visual search.
____d. All of the above.

4. The most important element in the entire traffic environment is:

____a. The driver.
____b. The automobile.
____c. The road surfaces.
____d. Traffic controls.

5. It is safe to pass climbing a hill when:

____a. The driver in front blinks his lights, signifying a clear road ahead.
____b. The front vehicle moves to the shoulder even when a solid line exists in your lane.
____c. Driver motions you to pass.
____d. None of these.

6. Beneficial characteristics of a good driver is/are:

____a. Experience.
____b. Good judgment.
____c. Common sense.
____d. Fast reaction time.
____e. All of these.

7. A person's driving is affected by the other driver's

____a. attitude.
____b. alertness.
____c. physical conditions.
____d. all of these.

8. The most important item which should be worn while riding a motorcycle is:

____a. Leather boots.
____b. Helmet.
____c. Long gloves.
____d. Heavy pants.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT A. Basic Performance Tasks

CONCEPT: 3.0 Vehicle and Road Interaction

PERFORMANCE OBJECTIVE: The student will determine the effects of various shapes and conditions of road surfaces upon vehicles.

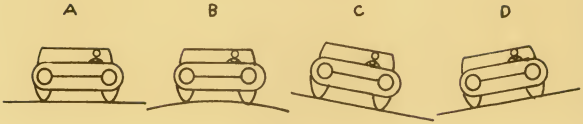
INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "The World Outside" Pre/Post Self Assessment Films: "Hydroplaning" #6590 "Facts About Tires" #6821 Montana State Film Library Office of the Superintendent of Public Instruction Helena, Montana 59601 STUDENT MATERIAL Pre/Post Self Assessment Individualized Learning Guide #5	3.1 The instructor will explain and illustrate the various shapes of road surfaces: a. Crowned b. Level c. Banked d. Reverse Bank 3.2 The instructor will explain the effects road shapes have on a vehicle. 3.3 The instructor will discuss and demonstrate the design effects of these roads in negotiating a curve. Discussion Questions a. Why do race tracks have banked curves? b. How are the banked curves designed?	3.1 The student will identify and appraise the various shapes of roads and understand why a road must be crowned. 3.2 The student will be able to determine the effects the road shape has upon a vehicle. Learning Guide #5 3.3 The student will be able to determine the effects the road shapes have in negotiating a curve. Learning Guide #5

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	3.4 The instructor will discuss other factors that affect road and vehicle interaction. Some examples are: a. Road conditions b. Tire conditions c. Speed d. Braking e. Weather	3.4 The student will evaluate the factors which determine the ability of a vehicle to remain upon a roadway.
	3.5 Through group discussion automotive design features will be evaluated. <u>Discussion Questions</u> a. What is the limiting factor which prevents vehicles from leaving the road at high speed? b. What are the effects of studs or tire chains? c. What is the effect of worn-out shock absorbers? d. Of the various factors discussed, which do you, as a driver, have the most (least) control over?	3.5 The student will identify the factors of automotive design which provide steering and cornering ability. b. The student should know the effect of these devices on the vehicle control as well as roadway surface.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	e. Who enforces nature's laws? f. What has been done to help a driver cope with the laws of nature?	PERFORMANCE PROFICIENCY The student will complete Individualized Learning Guide #5. Student will list how specific shapes of roads affect steering control. Student will identify automotive design and features that provide directional control. Student will complete Self Assessment "The World Outside."

INDIVIDUALIZED LEARNING GUIDE #5

Traffic Interaction



Driving on a Highway

1. How would I expect a car to perform on each of the above roads?

   a. _____

   b. _____

   c. _____

   d. _____

2. What special dangers do each of the roads present?

   a. _____

   b. _____

   c. _____

   d. _____

3. When stopping in rain, what might I expect my car to do on roads "A" and "C"?

   _____

   _____

4. When stopping when snow is covering the roads, what might I expect my vehicle to do on roads "C" and "D"?

_____

_____

5. What effect(s) does/do each of the illustrated road surfaces have on a vehicle negotiating a curve?

a. _____

b. _____

c. _____

d. _____

"THE WORLD OUTSIDE"

Pre/Post Self Assessment

____ Pre Assessment

____ Post Assessment

Explanation: This self assessment is suggested for use with the film "The World Outside" from the film series To Get From Here to There.

Student: _____

1. Protect yourself by driving according to conditions of the road.

____True
____False

2. It costs approximately how much to build one mile of interstate or expressway?

____a. $1,400,000
____b. $ 990,000
____c. $5,000,000
____d. $7,700,000

3. When following cars in the city, it is recommended that you use the one car length per every ten miles per hour rule.

____True
____False

4. Road signs are always properly placed and maintained.

____True
____False

5. The most dangerous type of roadways are

____a. residential streets.
____b. business thoroughfares.
____c. rural roads and highways.
____d. expressways.
____e. all of the above.

6. Which of the following items are connected with inadequate highway design?

____a. Unprotected bridge ends
____b. Traffic islands
____c. Non-Breakaway freeway signs
____d. Soft shoulders
____e. Confusing highway signs
____f. Inadequate sight distance

7. When you are surrounded by cars in traffic, what is the most important item you should consider?

____a. Keep in the proper lane.
____b. Keep a cushion of safety around you.
____c. Travel at the speed limit.
____d. All of the above.

8. Your chances of being killed in a freeway crash are greater than on other roads because of

___a. road design.
___b. more truck traffic.
___c. higher speeds.
___d. none of the above.

9. A standard rule of thumb is that a driver stay a minimum of one car length behind vehicles for every

___a. 5 mph.
___b. 10 mph.
___c. 15 mph.
___d. 20 mph.

When isn't this true?

10. What is the main hazard an automobile operator has with cycles?

___a. A cycle has too much power.
___b. The cycle can't be seen.
___c. The cycle makes too much noise.

11. If a driver wishes to turn but is in the improper lane he should

___a. turn from the wrong lane if no one is coming from the rear.
___b. stop where he is and think over the situation.
___c. cut abruptly and suddenly into correct lane for the turn.
___d. none of the above.

UNIT B: Traffic Interaction Tasks

UNIT OBJECTIVE: The student will be able to list necessary human functions in the man-machine-roadway interaction related to directional control, rate of movement, braking and stopping.

Pre/Post Self Assessment

1.0 Human Functions
2.0 Lane Placement
3.0 Intersecting
4.0 Following
5.0 Being Followed
6.0 Lane Changing
7.0 Passing
8.0 Being Passed
9.0 Parking
10.0 Turnabouts

Film Series: To Get From Here to There

"It Takes More Than Cars"

UNIT B: Traffic Interaction Tasks

Pre/Post Self Assessment ____ Pre Assessment

____ Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use at the beginning and/or end of this learning unit.

Student: _____

_____

_____

1. A course of action with an intent to execute makes up the decision-making function in operating a motor vehicle. This function:

   ____a. Consists of making predictions on the basis of perceptions.
   ____b. Consists of making decisions based on predictions.
   ____c. Is an inherent capability and cannot be developed in driver education.
   ____d. Is not adversely affected by alcohol and drugs but is affected by increasing age.
   ____e. Both a and b.

2. The four human functions of operating a vehicle safely are identifying, selecting, deciding and executing.

   Which function does not belong? _____
   Which function should be included? _____

3. List three things a driver must do to keep his car in the correct lane position.

   _____

   _____

   _____

4. How wide is the average driving lane in Montana?

   ____a. 11 feet
   ____b. 16 feet
   ____c. 20 feet
   ____d. 24 feet

5. How wide is the average car?

   ____a. 4 feet
   ____b. 6 feet
   ____c. 8 feet
   ____d. 10 feet

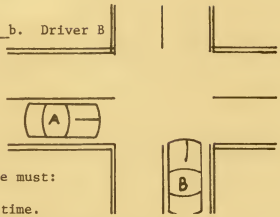
6. At an intersection how many ways can you go?

   ____a. Right
   ____b. Left
   ____c. Straight
   ____d. All legal ways

7. If both A and B arrive at an unmarked intersection at the same time, who has the legal right-of-way?

____a. Driver A

____b. Driver B



8. To be a safe driver on the open highway, one must:

____a. Signal correctly and at the proper time.
____b. Provide a safe driving cushion in respect to the car ahead.
____c. Do his part to provide a safe driving cushion between his car and the car behind.
____d. Drive at a legal speed and move with the flow of traffic.
____e. Drive fast to get off the highway because it is a dangerous place to be.
____f. All the above.
____g. All the above except item _____.

9. Hard, fast braking under heavy traffic conditions may be more dangerous than quick acceleration.

____True
____False

10. If I am being followed by an emergency vehicle, I should:

____a. Drive exceedingly fast so as to get out of his way.
____b. Maintain my normal speed and obey all traffic regulations.
____c. Pull to the right as soon as possible and stop or slow for him to pass.
____d. Pull to the right allowing him to pass and then tailgate him to see where he is going.

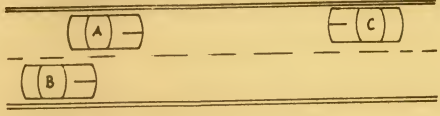
11. Why is it so important to keep our eyes moving in the visual search pattern when changing lanes?

12. What are blind spots?

13. Why is it so important to check blind spots when changing lanes?

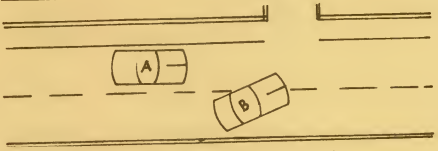
14. Car A is passing Car B and Car C is approaching.

What should Driver A do?_____
What should Driver B do?_____



15. Car A is passing Car B; Car B turns left suddenly into driveway.

What should Driver A do?_____



16. List two potential hazards you might encounter while being passed.

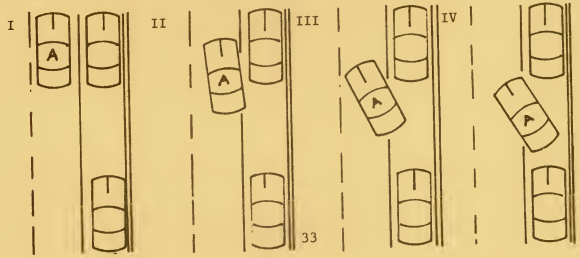
_____

_____

17. When being passed you should:

____a. Maintain both speed and lane placement.
____b. Reduce speed and move to the right.
____c. Reduce speed, maintain lane placement and keep your eyes on the car passing at all times.
____d. Maintain speed, move to the right and keep your eyes on the car passing you at all times.
____e. All of the above.

18. You are parallel parking Car A. Draw in the wheel positions of the front tires in each of the following diagrams:



19. Choose the collision points of a vehicle when parallel parking:

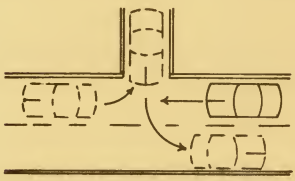
___a. Right front and left rear.
___b. Left front and right rear.
___c. Right front and right rear.
___d. Left front and left rear.

20. Choose the collision points of a vehicle that is angle parking:

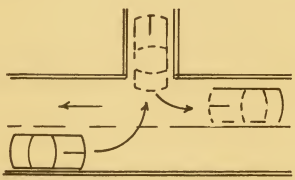
___a. Right front and left rear.
___b. Left front and right rear.
___c. Left front and left rear.
___d. Right front and right rear.

21. Following are four types of turnabouts. Identify each one.

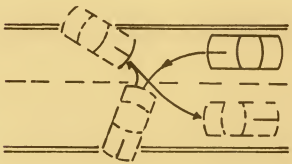
A.



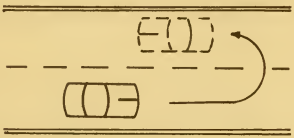
B.



C.



D.



22. How can I avoid using a turnabout?

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction

CONCEPT: 1.0 Human Functions

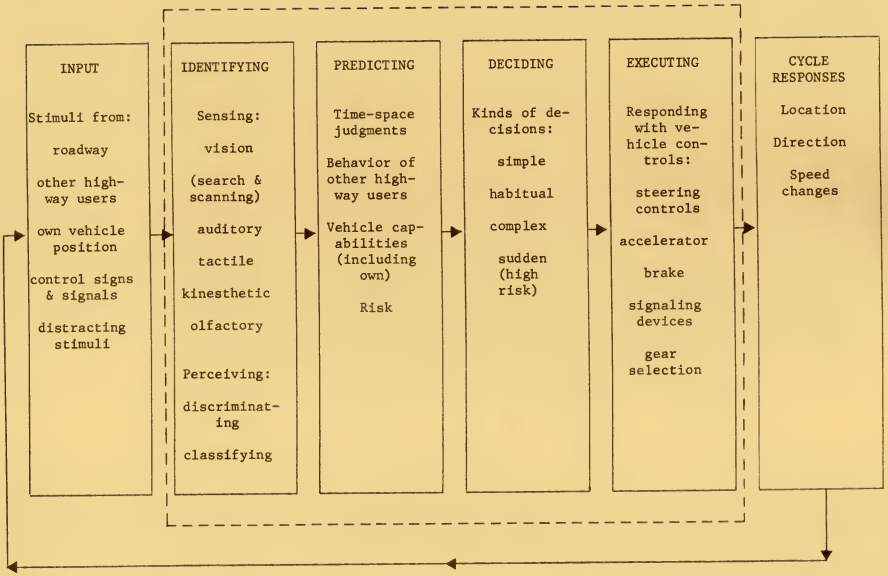
PERFORMANCE OBJECTIVE: The student will evaluate the human functions (identify, predict, decide, execute) and determine their purposes in driving.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "It Takes More Than Cars" Pre/Post Self Assessment Filmstrip: "Perception of Driving Hazards" Shell Oil Company Public Relations Manager P. O. Box 2463 Houston, Texas 77001 (Free) STUDENT MATERIAL Pre/Post Self Assessment Individualized Learning Guides #6, #7, #8	1.1 Analyze and evaluate the four functions of human behavior in terms of decision-making: a. Identification b. Prediction c. Decision d. Execution 1.2 Explain the six driving tasks of everyday driving: a. Basic control b. Roadway assessment c. Traffic assessment d. Environment assessment e. Vehicle assessment f. Coping with mishaps	1.1 The student will identify the human functions of identification, prediction, decision, execution and discuss their implication in driving situations. Learning Guide #6 1.2 The student will evaluate the six driving tasks and determine the factors which comprise each. Learning Guide #7

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	1.3 Discuss and appraise the various influences that affect the six driving tasks.	1.3 The student will identify the various influences which could modify or alter the decision making process. Learning Guide #7
	1.4 Demonstrate the use of the four human functions in various simulated traffic situations.	1.4 The student will demonstrate the four human functions in various simulated traffic situations. Learning Guide #8
		PERFORMANCE PROFICIENCY
		Given a series of visual traffic situations, the student will identify, predict, decide and execute maneuvers that will reduce the probability of conflict with other highway users and conditions.
		The student will list three conditions which affect each of the four human functions.
		The student will complete Individualized Learning Guides #6, #7, #8
		The student will complete Self-Assessment, "It Takes More Than Cars"

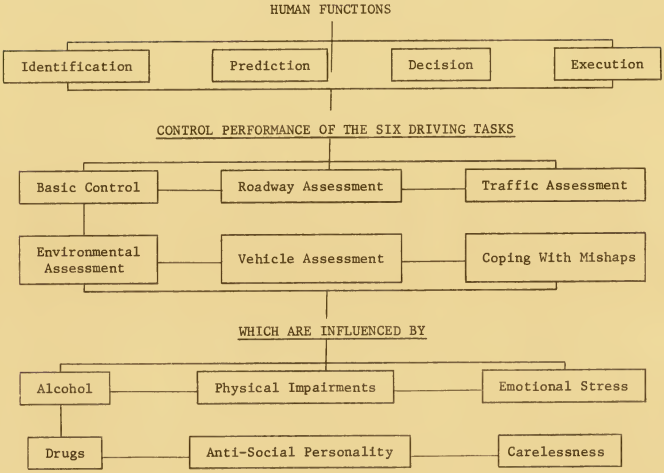
INDIVIDUALIZED LEARNING GUIDE #6

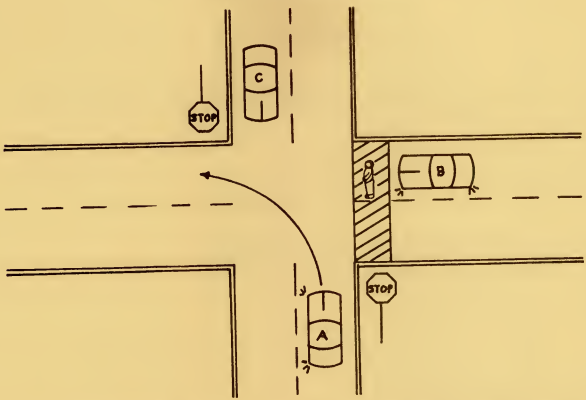
Human Functions



INDIVIDUALIZED LEARNING GUIDE #7

The Nature of Human Behavior





In the above illustration, assume you are driver A and wish to make a left turn.

Identify the hazards:

Predict your action:

Decide your action:

Execute (on the illustration) your action. Explain the steps of your actions:

"IT TAKES MORE THAN CARS"

Pre/Post Self Assessment ____ Pre Assessment

____Post Assessment

Explanation: This self assessment is suggested for use with the film "It Takes More Than Cars" from the film series To Get From Here to There.

Student: _____

1. The chances of being in an accident while riding a motorcycle are

   ____a. ten times greater than in an automobile.
   ____b. five times greater than in an automobile.
   ____c. three times greater than in an automobile.
   ____d. none of the above.

2. Most motorcycle accidents occur

   ____a. during the rider's first few cycle experiences.
   ____b. during evening hours.
   ____c. while riding double.
   ____d. in heavy traffic.

3. Many people who ride motorcycles injure themselves due to the fact they wear improper gear. What equipment do you consider to be proper and safe?

4. Protective clothing or equipment for motorcyclists is

   ____a. required in all states.
   ____b. required in some states.
   ____c. not required.

5. Trucks make up a great part of our road traffic. Therefore, other drivers should keep in mind that trucks

   ____a. are slow in accelerating.
   ____b. require a greater stopping distance.
   ____c. require more driving space.
   ____d. all of the above.

6. Driving a large truck is

   ____a. the same as driving a car.
   ____b. easier than driving a car.
   ____c. more complicated than driving a car.

7. What kind of license are truck drivers required to have?

____a. Operator's
____b. Learner's permit
____c. Chauffeur's
____d. Restricted

8. Motorcycle operators should wear protective clothing and gear and secure special licenses. Why?

9. Are all recreational type vehicles permitted to drive on public streets and highways?

____a. Yes
____b. No

Discuss:

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction

CONCEPT: 2.0 Lane Placement

PERFORMANCE OBJECTIVE: The student will be able to list the situations involved in maintaining correct lane positioning and placement.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Magnetic Traffic Board American Auto. Association 1712 G. Street, N.W. Washington, D. C. 20006 -or- Bumpa Tel, Inc. P. O. Box 611 Cape Girardeau, Mo. 63701 STUDENT MATERIAL Pre/Post Self Assessment Individualized Learning Guides #9, #10, #11	2.1 Discussion of factors involved in keeping a car in the correct lane. 2.2 Discussion of problems the driver might experience in lane placement. 2.3 Discussion of the most common errors that are made when the driver loses correct lane positioning. a. Drifting 1. What is drifting? 2. What causes it? b. Over-correcting 1. What is over-correcting? 2. What causes it?	2.1 Student will list the tasks involved in correct lane placement and selection. 2.2 Student will identify specific problems that might prevent the driver from performing proper lane placement. 2.3 Student will identify the dangers of drifting, over-correcting and an off center path. Learning Guide #9

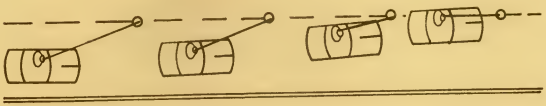
INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	c. Off-center path 1. What is an off-center path? 2. What causes it?	
	2.4 Exploration of situations when lane position should be altered? a. Meeting other vehicles. b. Emergency situations c. Wide recreational vehicles. d. Trucks. e. Two-wheeled vehicles.	2.4 The student will describe instances when correct lane position and placement should be altered.
	2.5 The instructor will demonstrate "blind spots."	2.5 The student will identify "blind spots" and vehicle equipment and needed driver compensations. Learning Guide #10
	2.6 Analyze the problems of varying widths of cars and lanes for traffic.	2.6 The student will identify the problems of varying widths of cars and their relationship to traffic lanes.
	2.7 The instructor will inform students of the proper lane and turning positions for intersections.	2.7 The student will evaluate the proper lane and turning positions at intersections. Learning Guide #11

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY Given a series of lane placement and lane position situations, the student will list the tasks involved in maintaining correct placement and selection. The student will list common errors in lane placement and remedial solutions for such problems. The student will complete Individual Learning Guides, #9, #10, #11

INDIVIDUALIZED LEARNING GUIDE #9

Lane Placement

DRIFTING

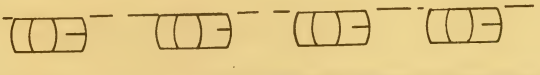


Drifting is caused when drivers focus their attention on one edge of the intended path and watch the movement of their front fender in relation to that edge. This practice frequently results in a tendency to steer in the direction in which the driver's attention is focused.

OVERCORRECTING

Overcorrecting or weaving is caused when the driver turns the steering wheel further than is necessary to move the car back on the path or it may involve failing to straighten out the wheels once the car is back in the center of its path. Small corrections will bring the car gradually back in its path. Wait for the vehicle to gradually return to its path. Smaller corrections in steering help to reduce the tendency to weave.

OFF-CENTER PATH



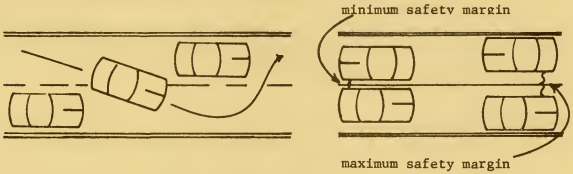
Driving an off-center path is caused by the driver's inability to judge the lateral position of the car in relation to the roadway--the driver thinks his car is in the center of the lane when it is not. Remember, the driver's position is in the left side of the vehicle so position yourself slightly to the left of the center of your path.

INDIVIDUALIZED LEARNING GUIDE #10

Lane Placement

1. Question: What is wrong with "weaving and wandering between lanes?"

   Answer: Continuous change in direction and speed of movement is distracting and irritating to other drivers (Note: Should keep to right unless overtaking or passing or turning left).



2. Question: What are the five primary "blind spots" (areas outside the vehicle blocked from view from the inside)?

   Answer: Right front, left front, right rear, left rear and in cases of rear view mirrors placed inside center of windshield.

   Question: Which two of the five "blind spots" are most dangerous?

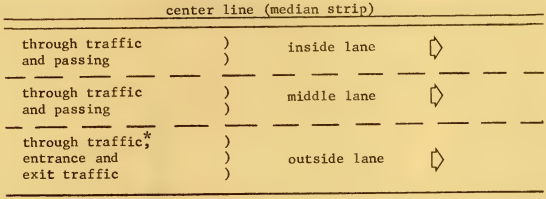
   Answer: Right and left rear.

   Question: Which of the five is the most dangerous and why?

   Answer: The right rear "blind spot" because there is no outside rear view mirror on the right side.

3. Question: What is the proper lane placement on the high speed freeways and for what reasons?

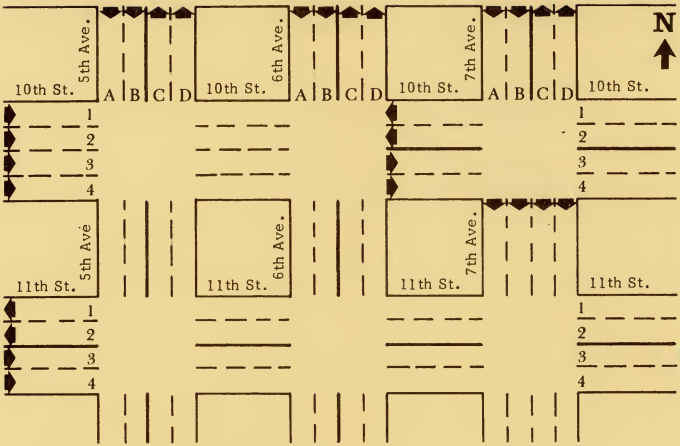
Answer: Inside and middle for fast moving through traffic and passing; outside for through traffic, entrance and exit traffic.



*Used for through traffic, except in the immediate vicinity of interchanges.

INDIVIDUALIZED LEARNING GUIDE #11

Lane Placement



1. Turning right from 6th Avenue to 10th Street

   a. which lane should you turn from? _____
   b. which lane should you turn into? _____

2. Turning left from 5th Avenue to 10th Street

   a. which lane should you turn from? _____
   b. which lane should you turn into? _____

3. Turning west from 7th Avenue to 10th Street

   a. which lane should you turn from? _____
   b. which lane should you turn into? _____

4. Turning left from 10th Street to 6th Avenue

   a. which lane(s) should you turn from? _____
   b. which lane(s) should you turn into? _____

5. Going east on 10th Street across 6th Avenue

   a. which lane(s) should you be in? _____

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction

CONCEPT: 3.0 Intersections

PERFORMANCE OBJECTIVE: The student will recognize types of intersections, conflicts and hazards related to intersections.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Magnetic Traffic Board Slides STUDENT MATERIALS Pre/Post Self Assessment Individualized Learning Guides #6, #11, #12, #13, #14	3.1 Instructor will discuss and illustrate proper traffic movement in various types of intersections. 3.2 Group discussion on intersection conflicts: a. Cars (various sizes, shapes, colors) b. Buildings c. Trees d. Hedges e. Pedestrians 3.3 The instructor will discuss and illustrate various types of controlled and uncontrolled intersections such as: a. Four-way stop b. Uncontrolled	3.1 The student will identify various types of intersections and proper movement relative to each. Learning Guides, #12, #13 3.2 The student will evaluate potential conflicts of various intersections and determine how they can be minimized. 3.3 The student will identify intersection as controlled or uncontrolled and determine reasons for such actions. Learning Guide #14

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	c. Signal controlled d. Yield	
	3.4 Analyze braking at different intersections, crossing and merging at a stop sign, yielding the right-of-way.	3.4 Identify and determine relevant cues and effective means of handling various situations at intersections.
	3.5 Define and illustrate various hazards, precautions and techniques necessary for safe negotiation of railroad intersections.	3.5 Student will identify hazards and precautions necessary to negotiate railroad intersections safely.
	3.6 Demonstrate carefully the visual search: checking left, straight ahead, right, and left again before going through intersection. Stress the point that each intersection is different and may require a different search pattern. Stress blind spots at intersections.	3.6 Student will formalize a visual search pattern to be employed at intersections.
		PERFORMANCE PROFICIENCY Given various drawn intersections, the student will determine the procedures necessary to avoid conflict. The student will draw four intersections located in his community and discuss why intersecting is of such high criticality. The student will complete Individualized Learning Guides, #12, #13, #14

INDIVIDUALIZED LEARNING GUIDE #12

Intersecting

1. Question: Where are you supposed to stop at intersections and why?

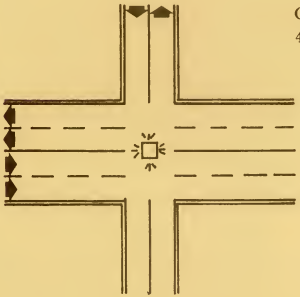
   Answer: Before you reach sidewalk in order to allow proper movement of pedestrians and vehicles.

2. Question: Why are intersections (and knowledge of) so important to safe traffic operations?

   Answer: Over one-third of all accidents occur in intersections because this brings together vehicles heading in different directions.

   Question: What are some of the difficulties in recognizing proper procedure within intersectional maneuvering?

   Answer: Some intersections are <u>controlled</u> (operated according to signal light, sign or traffic police), while others are <u>uncontrolled</u>; intersections are constructed in different patterns in combinations of one-way and two-way streets.

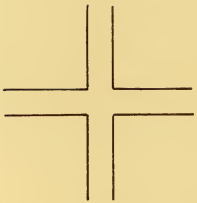


CONTROLLED
4 - WAY SIGNAL

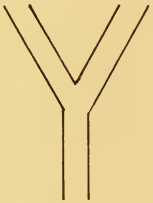
INDIVIDUALIZED LEARNING GUIDE #13

Designs of Intersections

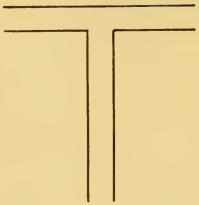
A.



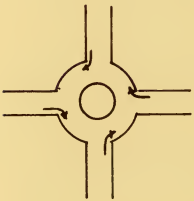
B.



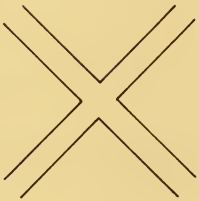
C.



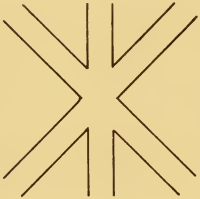
D.



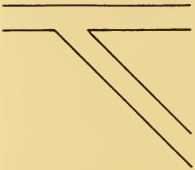
E.



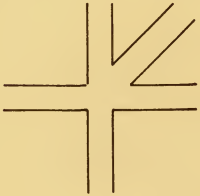
F.



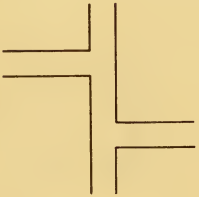
G.



H.



I.

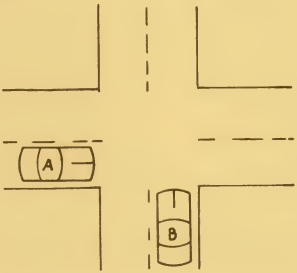


INDIVIDUALIZED LEARNING GUIDE #14

Intersections

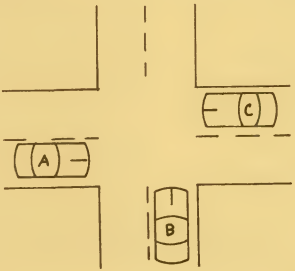
1. If cars A and B arrive in an uncontrolled intersection at the same time, who has the legal right-of-way?

___a. Car A
___b. Car B



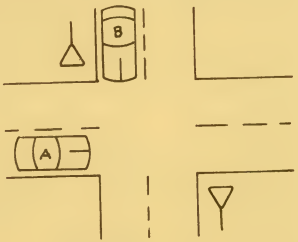
2. If cars A, B and C arrive in an uncontrolled intersection at the same time, who has the legal right-of-way?

___a. Car A
___b. Car B
___c. Car C



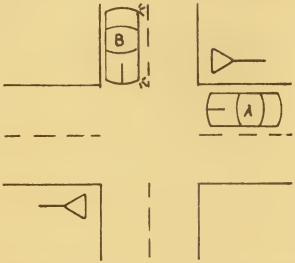
3. Car B arrives just before car A. A yield sign is facing car B. Who yields?

___a. Car A
___b. Car B



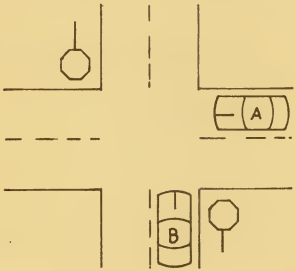
4. Car A arrives just before car B. A yield sign is facing car A. A is going straight. B is turning left. Who yields?

____a. Car A
____b. Car B



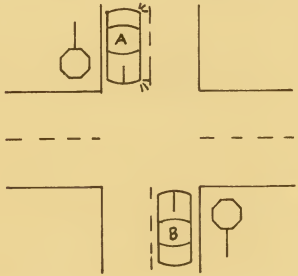
5. Car B arrives first at a stop sign and comes to a stop. Car A is approaching. Who yields?

____a. Car A
____b. Car B



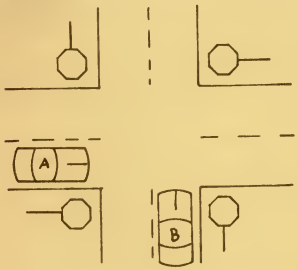
6. Cars A and B arrive at a stop sign at the same time. B is going straight. A is turning left. Who yields?

____a. Car A
____b. Car B



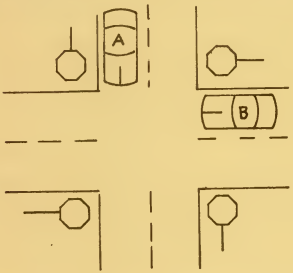
7. Car B stops first at a four-way stop. Who has the legal right-of-way?

___a. Car A
___b. Car B



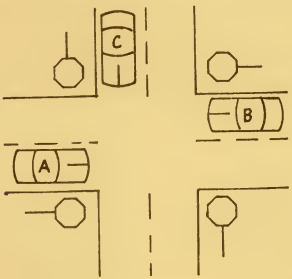
8. Cars A and B stop at the same time at a four-way stop. Who has the legal right-of-way?

___a. Car A
___b. Car B



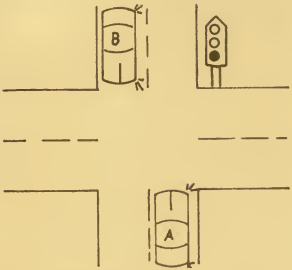
9. Cars A, B and C all stop at the same time at a four-way stop. Who has the legal right-of-way?

___a. Car A
___b. Car B
___c. Car C



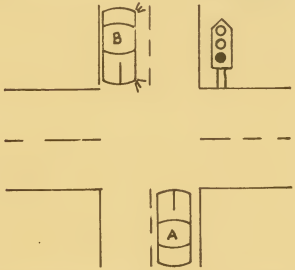
10. The traffic light turns green. Car A turns right and car B turns left. Who goes first?

____a. Car A
____b. Car B



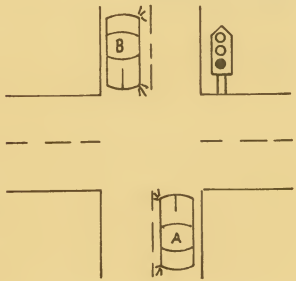
11. On a green light car A goes straight and car B left. Who goes first?

____a. Car A
____b. Car B



12. The traffic light turns green. Cars A and B are turning left. Who goes first?

____a. Car A
____b. Car B
____c. Both can turn at the same time



MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction

CONCEPT: 4.0 Following

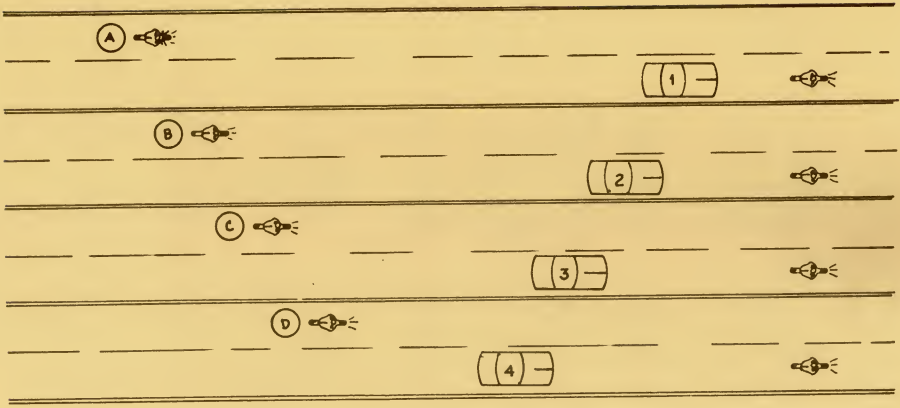
PERFORMANCE OBJECTIVE: The student will identify the factors involved in following and determine techniques to minimize possible conflicts.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Films: "Space Driving Tactics" #6323 Montana State Film Library "Timed Intervals and Following Distances" Traffic Education Supervisor Office of Supt. of Public Inst. Helena, Montana 59601 Magnetic Traffic Board Slides: "A Following Distance You Can Count On" National Safety Council 425 North Michigan Avenue Chicago, Illinois 60611 $19.00 STUDENT MATERIAL Pre/Post Self Assessment Individualized Learning Guides, #15, #15-A, #16	4.1 Group discussion emphasizing reaction time versus stopping distances and such possible distractions as: day-dreaming, visiting with passengers, radio, and sight seeing. 4.2 Instructor will demonstrate proper positioning of car. 4.3 Instructor will explain, "timed intervals and following distance" concept. 4.4 Instructor will have students diagram blind spots in simulated situations. 4.5 Instructor will explain rule "double the speed and braking distance increases four times: Demonstrate this at 20, 40 and 60 m.p.h.	4.1 Student will identify the factors necessary to maintain a "space cushion." 4.2 Student will evaluate how speed, positioning and directional control will affect the "space cushion." Learning Guide #15 4.3 Student will explain the "time interval" technique for following distance. Learning Guide #15-A 4.4 Student will define blind spots of a vehicle and determine techniques to minimize such hazards in following. Learning Guide #16 4.5 Student will define stopping distances on various pavements at 20, 40, 60 and 80 m.p.h. Learning Guide #16

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	4.6 Instructor will determine that students have definition of relevant terms: a. Reaction time b. Reaction distance c. Braking distance d. Total stopping distance e. Tailgating f. Slaughter lane	4.6 Student will verbalize his understanding of relevant terms.
	4.7 Instructor will describe purpose and procedure of using: a. Flasher signals b. Arm signals c. Brake for securing attention d. Lane positioning e. Speed control	4.7 Student will describe situations where communication should be transmitted to following vehicles and the methods to be utilized.
		PERFORMANCE PROFICIENCY In given situations, the student will determine stopping distances in relation to the speed of the vehicle. The student will list five of the most common causes of following conflicts and ways to avoid such hazards. The student will complete Individualized Learning Guides, #15, #15-A, #16

INDIVIDUALIZED LEARNING GUIDE #15

Reaction Time



THE CLOSER A FOLLOWING VEHICLE APPROACHES. . .

*The greater the risk of a conflict.
*The greater the need for continual visual checks.
*The greater the need for proper lane position.
*The greater the need for proper speed control.
*The greater the need for constant application of IPDE.

INDIVIDUALIZED LEARNING GUIDE #15-A

Timed Intervals and Following Distances

We all know that following a car too closely may result in a rear-end collision. The rule often recommended for establishing the proper following distance states that the proper following distance is one car length for each 10 miles per hour of speed. For example, if you are traveling at 30 mph you should be 3 car lengths behind the car you are following. If you are traveling 60 mph you should be 6 car lengths behind. This rule takes into consideration such factors as your reaction time and the braking time required by you and the driver of the car you are following.

This rule is hard to use because it is difficult to judge the distance between you and the car ahead when both vehicles are moving. But, there is an easy and convenient method for applying the rule. It is called the Timed Interval Technique.

Let us assume that the average car length is 30 feet. Of course cars are not this long but we use this figure to simplify the technique we are about to explain and to add an extra margin of safety. If you are driving at 40 miles an hour, you should stay 120 feet behind the car ahead of you (one car length per 10 mph of speed, 4 x 30 = 120). Since at 40 mph your car travels 60 feet in one second, when you are 120 feet behind the car ahead in terms of distance you will be 2 seconds behind him in terms of time interval. Thus, when you are at the proper following distance for this speed, you will reach road markers, signs, and other objects on the highway 2 seconds after the car ahead of you has passed them.

The table below shows that, regardless of speed, to maintain a following distance of one car length for each 10 miles per hour of speed, you should be 2 seconds behind the car ahead (assuming that a car length is 30 feet).

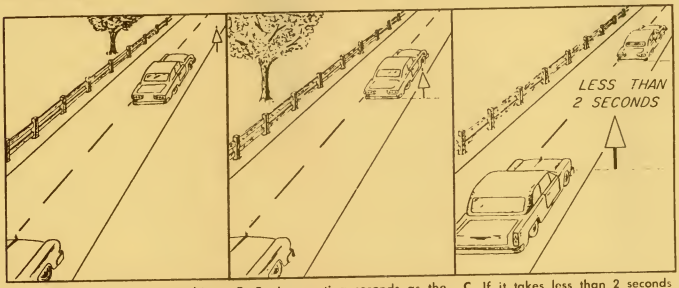
Speed in mph	Proper Following Distance*		Distance Traveled in One Second	Time Interval
10 mph	1 car length:	30 ft.	15 ft.	2 sec.
20 mph	2 car lengths:	60 ft.	30 ft.	2 sec.
40 mph	4 car lengths:	128 ft.	60 ft.	2 sec.
60 mph	6 car lengths:	180 ft.	90 ft.	2 sec.

* Assume a car length equals 30 ft. and a proper following distance is 1 car length for each 10 mph.

Therefore, the following-distance rule can be translated to read: regardless of the speed at which you are traveling, under normal conditions, always maintain at least a 2-second time interval between your car and the car ahead of you. Wet or icy roads require a longer time interval.

Using the Timed Interval Technique

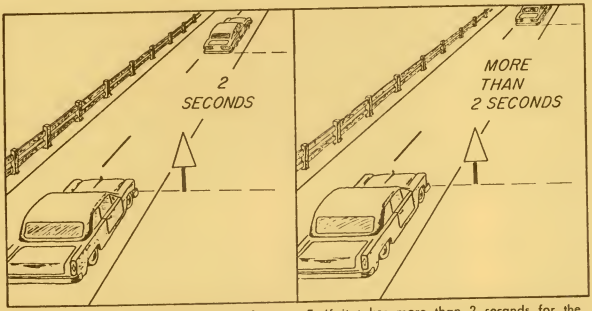
While driving you will naturally be watching the car ahead as well as the general traffic situation. It will be easy, therefore, for you to notice when the rear of the car ahead passes some fixed object near the side of the road, such as a sign post, mail box, telephone pole, etc. As the rear of the car ahead passes the selected object or check point, start to count to yourself--one-thousand-one, one-thousand-two. This counting method gives a close approximation of time in seconds. If it takes less than 2 seconds for the front of your car to reach the check point, you are too Close to the car ahead. If it takes 2 seconds for the front of your car to reach the check point, your following distance is proper. And, if it takes more than 2 seconds for your car to reach the check point, your following distance is greater than necessary for safety. Remember, you should try to maintain a 2-second time interval between your car and the car ahead, regardless of your speed.



A. The car ahead is approaching a check point (the triangular sign).

B. Begin counting seconds as the rear of the car ahead passes the check point.

C. If it takes less than 2 seconds for the front of your car to reach the check point, you are too close to the car ahead.



D. If it takes 2 seconds for the front of your car to reach the check point, your following distance is proper.

E. If it takes more than 2 seconds for the front of your car to reach the check point, your following distance is greater than necessary for safety.

INDIVIDUALIZED LEARNING GUIDE #16

Blind Spots and Following Distance

WITH AN INSIDE MIRROR ONLY

Passing auto
not visible.

WITH AN OUTSIDE MIRROR ADDED

Passing auto
is visible.

1. Compute the stopping distances for a vehicle traveling 20-40-60-80 mph.

2. Illustrate the use of the timed interval techniques of following distance.

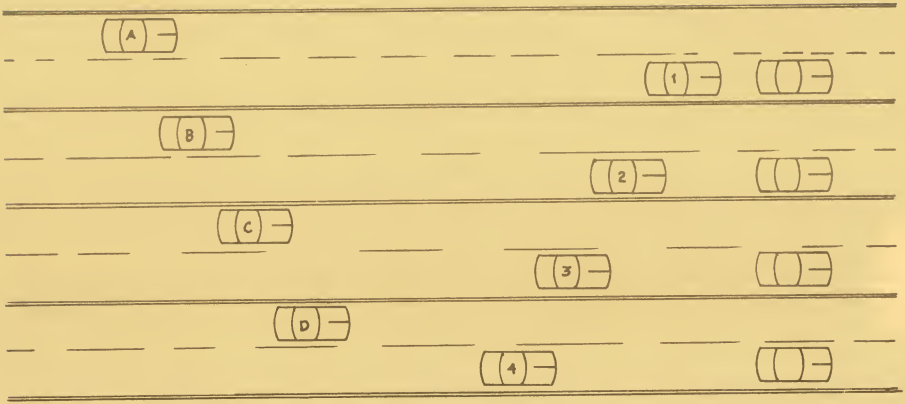
MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction

CONCEPT: 5.0 Being Followed

PERFORMANCE OBJECTIVE: The student will identify the necessity of a constant visual search, proper lane placement, proper signaling and proper speeds when being followed.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Magnetic Traffic Board STUDENT MATERIAL Individualized Learning Guides #14, #17	5.1 Instructor will emphasize high incidence of rear-end collision on secondary and super-highways. 5.2 Instructor will note importance of making your intentions known. 5.3 Instructor will emphasize the importance of constant mirror checks and leaving an escape route. Discussion of "too slow and too fast" speeds. 5.4 Instructor will lead discussion concerning acceleration versus braking, rural and urban versus freeway, happiness versus anger, and "time saved" versus "risk."	5.1 Student will identify the conditions of a proper space cushion to the rear. Learning Guide #17 5.2 Student will evaluate factors which might cause rear-end collisions. 5.3 Student will develop ways of communication with drivers to the rear. 5.4 Student will identify impending dangers associated with various types of roads which might lead to following conflicts. PERFORMANCE PROFICIENCY Student will state four of the most common problems related to being followed and solutions to avoid such conflicts. Student will study Individualized Learning Guides, #14, #17



THE CLOSER A FOLLOWING VEHICLE APPROACHES. . .

1. The harder it is to see around you.
2. The harder it is to steer around you.
3. The longer it takes to change lanes.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction

CONCEPT: 6.0 Lane Changing

PERFORMANCE OBJECTIVE: The student will appraise the need for proper lane changes and identify the problems and techniques involved.

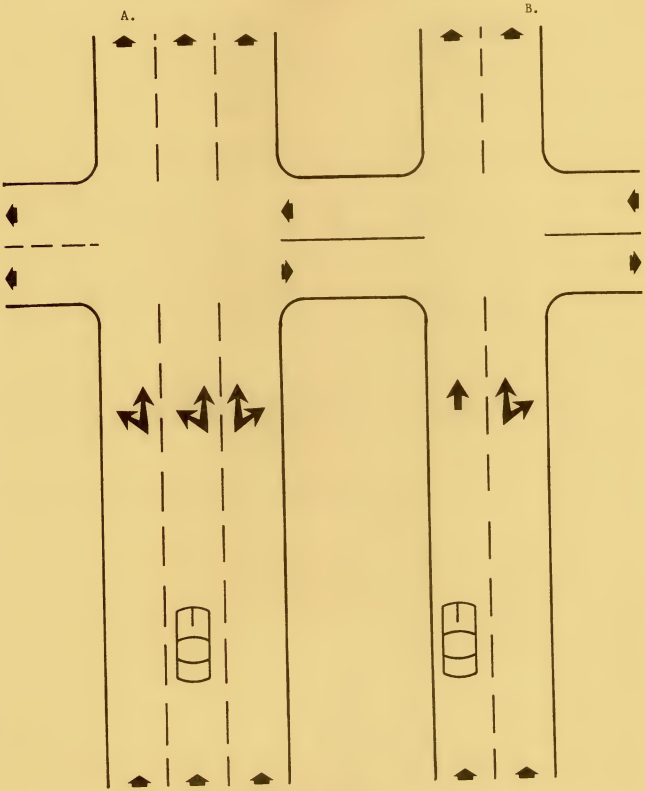
INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
STUDENT MATERIAL Individualized Learning Guide #18	6.1 Have class discuss when a lane change should occur.	6.1 Students will identify driving conditions which will necessitate a lane change.
	6.2 Stress importance of visual check, signal, blind spots, proper degree of turn, and final car position. Discussion Questions a. What effect does following distance have on lane changing? b. What effect do deceleration and acceleration lanes have on lane changing?	6.2 Students will illustrate the proper lane change procedure under various sets of traffic patterns. Learning Guide #18
	6.3 Through the use of chalkboard, transparencies, etc., illustrate the proper procedure for lane changing in: a. Two-lane roadways b. Three-lane roadways	6.3 Students will identify the possible conflicts associated with various types of vehicles in lane changing.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	c. Four-lane roadways d. Left to right lane changes e. Right to left lane changes	PERFORMANCE PROFICIENCY The student will diagram a lane change maneuver of a vehicle. Student will list five of the most common types of lane changing problems and solutions to reduce possible hazards of such. The student will complete Individualized Learning Guide, #18

INDIVIDUALIZED LEARNING GUIDE #18

Complete the following diagrams using arrows for:

A. A left turn from a 3 lane one-way to a 2 lane one-way.
B. A right turn from a 2 lane one-way to a two-way street.



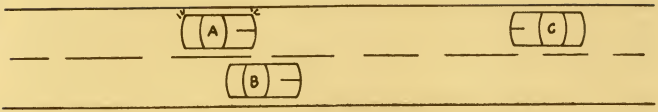
UNIT B. Traffic Interaction

CONCEPT: 7.0 Passing

PERFORMANCE OBJECTIVE: The student will describe the complete passing maneuver and list the hazards that are associated with such a maneuver.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Magnetic Traffic Board Slides: "The Perfect Pass" National Safety Council $19.00 STUDENT MATERIAL Individualized Learning Guides, #16, #19, #20	7.1 Instructor comparison of passing and lane changing. Reference should be made to the fact that the car being passed and oncoming cars will complicate this maneuver. Item such as: a. Risk of head-on collision. b. Danger of not having a way out. c. Distance required to pass. Discussion Question a. Why is it more dangerous to pass than to make a lane change?	7.1 Student will compare passing and lane changing and identify the similarities and differences. Learning Guide #19
	7.2 Group discussion of the passing maneuver and its high criticality. Discussion Questions a. When is it necessary to pass? b. When shouldn't you pass?	7.2 Student will compile the procedure for passing another vehicle. Learning Guides #16, #20

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	7.3 Instructor will define areas of "no passing" and discuss reasons for such identification.	7.3 Student will define areas in which passing is prohibited. PERFORMANCE PROFICIENCY The student will diagram the complete passing maneuver and list, in order, driver actions required in passing. Student will list the hazards associated with passing and ways to minimize conflicts. Student will list no passing areas and identify related traffic controls. Student will complete Individualized Learning Guides #19, #20.

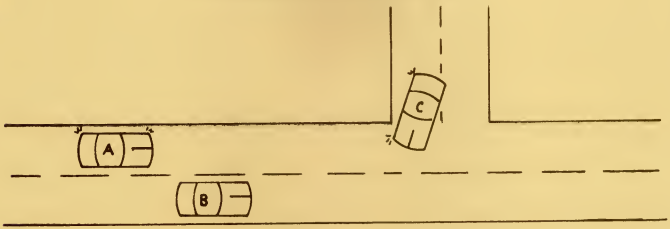


Car A is passing car B with car C in an oncoming position

1. What options does driver A have?

2. What options does driver B have?

3. What options does driver C have?



Car A is passing car B as car C enters highway

1. What options does driver A have?

2. What options does driver B have?

3. What options does driver C have?

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

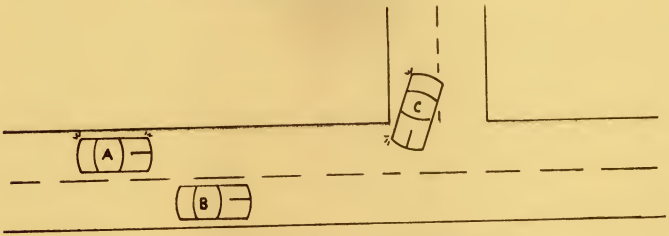
UNIT B. Traffic Interaction

CONCEPT: 8.0 Being Passed

PERFORMANCE OBJECTIVE: The student will identify possible conflicts in being passed and develop techniques to minimize such dangers.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Magnetic Traffic Board STUDENT MATERIALS Individualized Learning Guides #16, #21, #22	8.1 Group discussion concerning hazards of being passed. 8.2 Group discussion relating to: a. Maintaining speed when being passed b. Blind spot observation c. Vehicle positioning 8.3 Group discussion of the effects of various vehicles passing.	8.1 Student will identify possible hazards of being passed. 8.2 Student will evaluate procedures for minimizing conflicts while being passed. Learning Guide #16 8.3 Student will identify problems associated with being passed by various sized vehicles. Learning Guides #21, #22 PERFORMANCE PROFICIENCY The student, in written form, will describe possible conflicts in being passed and give solutions for each. The student will complete Individualized Learning Guides #21, #22

INDIVIDUALIZED LEARNING GUIDE #20



Car A is passing car B as car C enters highway

1. What options does driver A have?

2. What options does driver B have?

3. What options does driver C have?

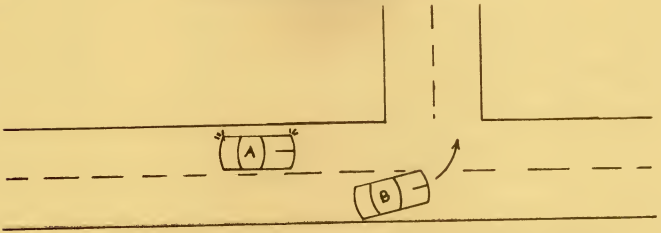
MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction

CONCEPT: 8.0 Being Passed

PERFORMANCE OBJECTIVE: The student will identify possible conflicts in being passed and develop techniques to minimize such dangers.

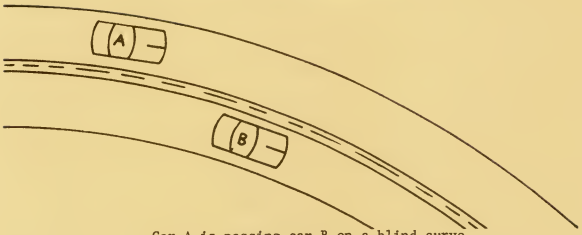
INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Magnetic Traffic Board STUDENT MATERIALS Individualized Learning Guides #16, #21, #22	8.1 Group discussion concerning hazards of being passed. 8.2 Group discussion relating to: a. Maintaining speed when being passed b. Blind spot observation c. Vehicle positioning 8.3 Group discussion of the effects of various vehicles passing.	8.1 Student will identify possible hazards of being passed. 8.2 Student will evaluate procedures for minimizing conflicts while being passed. Learning Guide #16 8.3 Student will identify problems associated with being passed by various sized vehicles. Learning Guides #21, #22 PERFORMANCE PROFICIENCY The student, in written form, will describe possible conflicts in being passed and give solutions for each. The student will complete Individualized Learning Guides #21, #22



Car A is passing car B when car B decides to turn left without warning

1. What options does driver A have?

2. What options does driver B have?



Car A is passing car B on a blind curve

1. Even if there is no oncoming traffic, what difficulty does driver A confront in completing the pass?

2. What evasive action should driver B take?

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction

CONCEPT: 9.0 Parking

PERFORMANCE OBJECTIVE: The student will analyze and determine procedures for the various forms of parking.

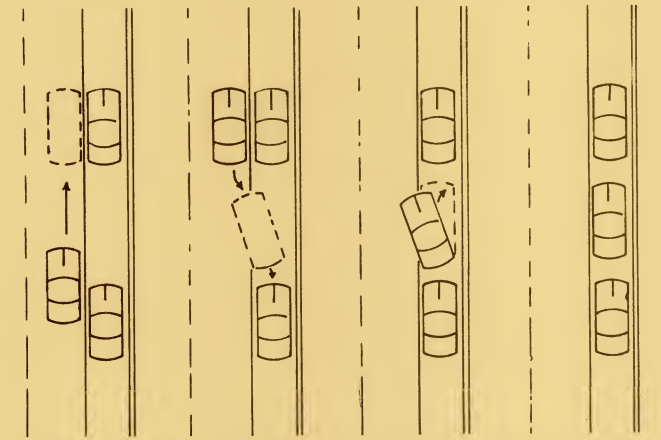
INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Magnetic Traffic Board Film Loops: "Parallel Parking" "Angle Parking" "Parking on Inclines" Film Loops Inc. P. O. Box 2233 Princeton, N. J. 08540 $65.00 STUDENT MATERIALS Individualized Learning Guides #23, #24, #25 Montana Drivers Manual	9.1 Instructor will discuss and identify the different parking systems: a. Parallel (left and right) b. Angle (left and right) c. Parking on hill d. 90 degrees 9.2 Group discussion of dangerous and potential conflicts related to each parking task. 9.3 Explanation of variation in parking spaces in terms of width, design and length. a. Trucks b. Trailers c. Various vehicles	9.1 The student will identify the various means of parking a vehicle. Learning Guides #23, #24, #25 9.2 The student will evaluate the critical areas of the various parking maneuvers and determine techniques to minimize such. 9.3 Student will list the procedures for the various types of parking.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	d. Shopping centers e. Roadways f. Driveways	PERFORMANCE PROFICIENCY The student will draw three types of parking and diagram how each can be performed safely. The student will analyze local needs and present a written proposal on type of parking to be utilized. The student will complete Individualized Learning Guides #23, #24, #25

INDIVIDUALIZED LEARNING GUIDE #23

Parallel Parking

Study the diagram below. When you think you know them, check yourself by answering the questions below the diagram. Draw or mark on the diagram if you think this will help you.



1. What are the danger points encountered when parallel parking?

2. What turn signal, if any, should be used for parallel parking?

3. What signal can be given to show the car following that you intend to park?

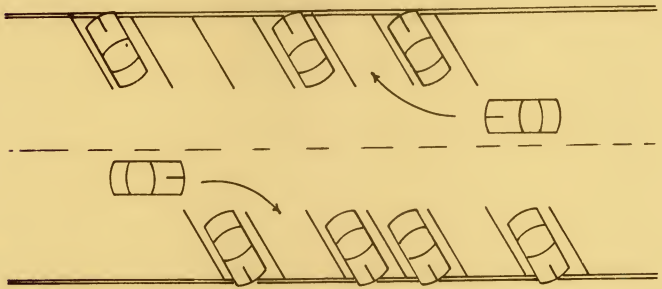
4. What visual checks are necessary before and during the parking procedure?

5. What would a courteous driver do if he planned to park and the car behind him followed too close and wasn't able to back up?

INDIVIDUALIZED LEARNING GUIDE #24

Angle Parking

Study the diagram below. When you think you know them, check yourself by answering the questions below the diagram. Draw or mark on the diagram if you think this will help you.



1. Which two fenders are danger points in this type of parking?

2. What other possible dangers might you look for while parking?

3. What is the danger of not having the car parked in the center of the parking space?

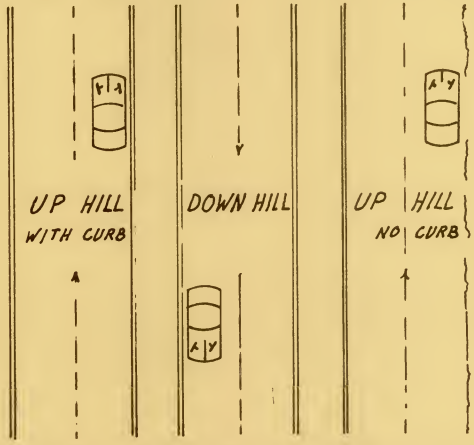
4. When turning right into the parking space, do the back wheels follow in the same path as the front wheels?

5. What visual search is necessary before and during this procedure?

INDIVIDUALIZED LEARNING GUIDE #25

Parking On A Hill

Study the diagram below. When you think you know them, check yourself by answering the questions below the diagram. Draw or mark on the diagram if you think this will help you.



1. What are the possible danger points when parking on a hill?

2. Why turn your wheels into the curb when you can set your parking brake?

3. When parking on a hill, what is the danger in parking too far from the curb?

4. Why is the procedure for parking up-hill without a curb the same as parking down-hill?

5. What signal, if any, is necessary before performing the parking procedure?

6. What visual scan would be necessary before and during this procedure?

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction

CONCEPT: 10.0 Turnabouts

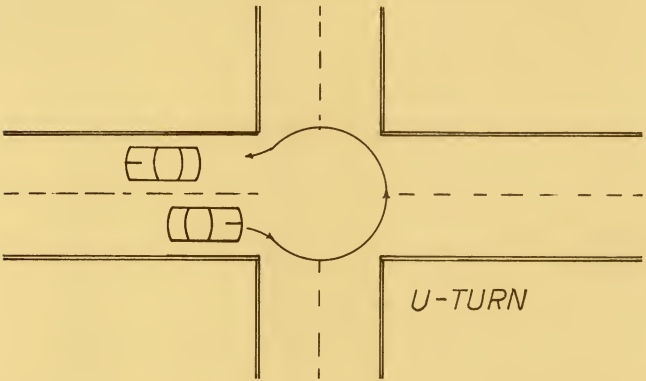
PERFORMANCE OBJECTIVE: The student will identify and describe the proper procedures for executing various turnabouts.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Magnetic Traffic Board Slides: "Better Backing" Natonal Safety Council Filmloops: "Y Turns" "U Turns" Film Loop, Inc. P. O. Box 2233 Princeton, N. J. 08540 STUDENT MATERIALS Pre/Post Self Assessment Individual Learning Guide #26	10.1 Identify the various types of turnabouts a driver may employ: a. Y-turn b. U-turn c. Intersection-turn/Two-Point Turnabout d. Other	10.1 The student will define the turnabouts a driver might utilize.
	10.2 Discuss and list the necessity of choosing the safest location for performing turnabouts.	10.2 The student will determine acceptable techniques utilized in making Y-turns and U-turns. Learning Guide #26
	10.3 Define possible conflicts associated with various turnabouts.	10.3 The student will define the possible conflicts which might occur when performing Y-turns (three-point or dead-end) and U-turns. Learning Guide #26
	10.4 Discuss and identify the regulations regarding turnabouts for the city and state.	10.4 The student will evaluate the regulations regarding turnabouts. PERFORMANCE PROFICIENCY The student will define two types of turnabouts and summarize how each can be performed safely.

INDIVIDUALIZED LEARNING GUIDE #26

U and Y-Turns

Study the diagram below. When you think you know them, check yourself by answering the questions below the diagram. Draw or mark on the diagram if you think this will help you.



1. What are the danger points you encounter in making a U-turn?

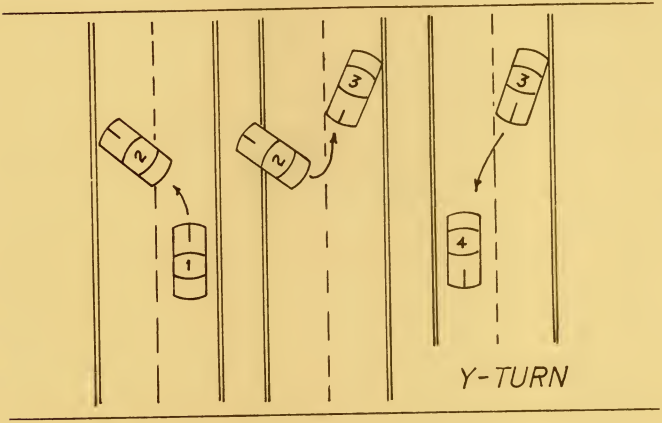
2. What signal, if any, would you use in making this turn?

3. What traffic directions should be checked before and during this turn?

4. Under what conditions may this turn be made in residential or business districts?

5. If you were half-way through this turn and a car approached from the left, what should you do?

Study the diagram below. When you think you know them, check yourself by answering the questions below the diagram. Draw or mark on the diagram if you think this will help you.



1. What are the danger points you encounter in making a Y-turn?

2. What signal, if any, would you use in making this turn?

3. What traffic directions should be checked before and during this turn?

UNIT C: Critical Driving Tasks

UNIT OBJECTIVE: The student will be able to identify the correct techniques for coping with critical situations.

Pre/Post Self Assessment

1.0 Response Analysis
2.0 Traction Loss
3.0 Vehicle Malfunctions

Film Series: To Get From Here to There

"Expect the Unexpected"
"Handling Emergencies"
"Special Conditions"

UNIT C: Critical Driving Tasks

Pre/Post Self Assessment ____ Pre Assessment

____Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use at the beginning and/or end of this learning unit.

Student: _____

---

1. If, for some unknown reason, an approaching driver straddles the center line, it is best to:

   ____a. Apply the brakes and stay in your lane.
   ____b. Sound horn and hold the center of your lane.
   ____c. Pull off as far to the right as possible--go off the pavement if necessary.
   ____d. Pull quickly to the left and let the approaching driver have your lane.

2. Why do wet roads reduce traction?

   ____a. Rubber tires absorb water.
   ____b. Generally, road surfaces absorb water.
   ____c. Rubber tires do not absorb water.
   ____d. Water acts as a lubricant to reduce friction.

3. What systems prevent overheating?

   ____a. Lubricating and exhaust systems.
   ____b. Exhaust and cooling systems.
   ____c. Lubricating and cooling systems.
   ____d. Electrical and brake systems.

4. Which of the following poses the greatest danger to the driver who wants to pass?

   ____a. The possibility of car failure.
   ____b. Unexpected blind intersections ahead.
   ____c. His error in judgment and his impatience.
   ____d. The likelihood of holes or bumps in the road.

5. In hydroplaning

   ____a. the tires ride on top of a film of water.
   ____b. the tires travel on a level plane.
   ____c. there is rain on a film of oil.
   ____d. rain has been falling for half an hour.

6. Which of the folowing is not a symptom of brake failure?

___a. Hard pressure on the brakes causes the wheels to lock.
___b. Continuous hard pressure on the brake pedal causes the pedal to go slowly to the floor.
___c. The car pulls to the right or left when the brake is applied.
___d. The pedal goes within an inch or two of the floor.

7. If your right wheels go off onto a soft shoulder, you should:

___a. Accelerate slightly.
___b. Steer immediately to the left.
___c. Get all four wheels on the shoulder.
___d. Hold the steering wheel firmly and slow down.

8. Skidding caused by application of the brakes can occur

___a. on any surface, wet or dry.
___b. only on wet surfaces.
___c. only on icy and snowy surfaces.
___d. only if the tires are smooth.

9. If the engine stops and your car has power brakes

___a. the operation of the foot brake is not affected.
___b. you stil have brakes but you must push much harder.
___c. you do not have any brakes.
___d. the efficiency of the parking brakes and foot brake are affected.

10. What should a driver do if a car cuts in too closely in front of him?

___a. Move sharply to another lane.
___b. Slow down to increase the following distance.
___c. Speed up, pass the car, and get away from it.
___d. Maintain this new following distance so as not to shorten the following distance of the car behind him.

11. What is the safest way to slow down on ice?

___a. Just take the foot off the accelerator.
___b. Apply hard, steady brake pressure.
___c. "Pump" the brake pedal rapidly.
___d. Shift to a low gear and apply constant brake pressure.

12. When your engine becomes extremely hot, you should:

___a. Shut engine off, let it cool and then add water with the engine running.
___b. Put cold water in as soon as possible without allowing it to become wet on the outside.
___c. Drain the hot water out completely and replace it with cold water.
___d. Open the hood and pour cold water on the engine to cool it quickly.

13. What should a driver do when he is being tailgated?

___a. Pull off the road as quickly as possible.
___b. Speed up and slow down intermittently to discourage the "tailgater" from following too closely.
___c. Slow down enough to encourage the "tailgater" to safely pass.

14. What should be done as soon as a car straightens out from a skid?

___a. The direction of the front wheels should be maintained.
___b. The brakes should be applied.
___c. The front wheels should be turned in the opposite direction and the brakes should be applied gradually.
___d. The front wheels should be straightened to prevent skidding in the other direction.

15. What is the most important factor in keeping vehicles in a safe condition at all times?

___a. Voluntary maintenance.
___b. Inspection by state-owned stations.
___c. Inspection by privately owned stations.
___d. Federal safety legislation.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT C. Critical Driving Tasks

CONCEPT: 1.0 Response Analysis

PERFORMANCE OBJECTIVE: The student will evaluate the correct response to hazardous traffic conflicts.

INSTRUCTIONAL PROGARMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "Expect the Unexpected" Pre/Post Self Assessment How to Handle Driving Emergencies Highway Users Federation for Safety and Mobility 1776 Massachusetts Avenue NW Washington, D. C. 20036 $2.00 STUDENT MATERIALS Pre/Post Self Assessment Individualized Learning Guide #27 "Will You Make the Best Decision?" Liberty Mutual Insurance Co. 175 Berkley St. Boston, Mass. 02117 (Free)	1.1 Discussion of the human function of handling critical situations. 1.2 Instructor discussion of I.P.D.E. (identifying, predicting, deciding and executing) in critical situations. 1.3 Group discussion of potential emergency situations arising from the unexpected actions of other drivers.	1.1 Student will discuss and explain the human functions and possible driver reactions to critical situations. 1.2 Student will identify possible critical situations and the response to such conditions. 1.3 Student will formulate procedures for critical situations shown on: Learning Guide #27 PERFORMANCE PROFICIENCY Given diagramed critical situations, the student will determine the proper response. The student will complete Individualized Learning Guide #27. The student will complete self-assessment "Expect the Unexpected".

HAZARD	DRIVER ACTION
1. Truck ahead is braking hard, your brakes do not hold	
2. Road narrows ahead, hill steepens, bends to right out of sight	
3. Intersection, traffic slows, your brakes do not hold	
4. Car pulls hard to right, feels like flat, right front tire	
5. Bumping at left rear, car swerves right, then pulls hard to left	
6. Right rear tire blows, car tilts right, swerves strongly right	
7. Steering suddenly stiff to left	
8. Overtaking car cuts in, braking hard. You brake hard, skid to left.	
9. Suddenly, your steering is very stiff and heavy.	
10. Accelerator sticks, car begins to swerve on snow.	
11. Your headlights suddenly fail	
12. Accelerator sticks	
13. At night, a sharp curve suddenly appears	
14. You are driving in rain, suddenly your car skids left	
15. At night, a car suddenly approaches with headlights glaring, "you can't see"	
16. You are driving and your lights go out.	
17. At 50 mph your car hits deep water	
18. You are rounding a mountain curve and a car is approaching in your lane	
19. At 50 mph you suddenly notice a car tail-gating	

HAZARD	DRIVER ACTION
20. At 50 mph a car passes too close and you are forced off the road	
21. Submerging car, self rescue	
22. Accident is imminent and unavoidable	
23. Bee in car	
24. Obstructed vision	
25. Loss of oil pressure	
26. Gas line freeze-up	
27. Meeting a snow plow	
28. Car overheats	
29. Windshield wipers quit	
30. Lock yourself out of the car	
31. Your door lock freezes in the winter	
32. Fire inside car on a freeway going 50 mph	
33. Horn sticks	
34. Emergency highway stop	
35. Sudden encounter heavy fog, 55 mph	
36. Suddenly encounter a washed out area of the road	
37. An accident occurs ahead--100 feet, you are traveling at 50 mph	
38. You are a passenger and the driver has a heart attack	
39. Engine stalls at 50 mph on a freeway	
40. Engine stalls in heavy traffic on a downgrade in town	
41. A car is approaching you from the rear and is going to hit you	
42. Your car suddenly goes into a skid on a wet road	

HAZARD	DRIVER ACTION
43. Your wheel goes off the pavement onto the shoulder at 60 mph	
44. 60 mph, hood flies up	
45. Car is approaching and is weaving back and forth across center line	
46. You are stuck in the snow	
47. Your steering fails	
48. Car stalls on a railroad crossing	
49. Car catches on fire	
50. You flood your engine	
51. On a 2 lane highway, a car suddenly pulls out of a side road into your lane	

"EXPECT THE UNEXPECTED"

Pre/Post Self Assessment

____ Pre Assessment

____ Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use with the film "Expect the Unexpected" from the film series To Get From Here to There.

Student: _____

---

1. Which of the following maneuvers is potentially the most lethel?

   ____a. Leaving a parking place.
   ____b. Passing on a rural highway.
   ____c. Merging onto a freeway.
   ____d. Parallel parking.

2. What should one do while driving down the road?

   ____a. Aim visual search so as to see what is going on at least a block ahead of the car.
   ____b. Try to determine what is going to happen ahead of time.
   ____c. Try to avoid conflicts.
   ____d. All of the above.

3. A dangerous action in traffic is

   ____a. tailgating.
   ____b. riding the center line.
   ____c. slow driving on a freeway.
   ____d. all the above.

4. Our mental attitude affects our driving abilities

   ____a. all the time.
   ____b. part of the time.
   ____c. never.

5. While driving, the eyes of the driver should always be

   ____a. looking straight ahead.
   ____b. moving from side to side.

6. One way we can improve traffic safety is to:

   ____a. Stay off the highways.
   ____b. Put extra lights on all vehicles.
   ____c. Get involved in traffic safety programs.
   ____d. Post better signs on highways.

7. In most auto crashes somebody

____a. made a mistake.
____b. was surprised.
____c. was careless.
____d. all the above.

8. Causes of collisions are not confined to you alone. Which of the following factors could be related?

____a. The other driver.
____b. Mechanical failure.
____c. Road conditions.
____d. All the above.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT C. Critical Driving Tasks

CONCEPT: 2.0 Traction Loss

PERFORMANCE OBJECTIVE: The student will identify preventative measures to minimize traction loss of vechicle.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "Special Conditions" Pre/Post Self Assessment STUDENT MATERIALS Pre/Post Self Assessment(s) Individualized Learning Guides #28, #29, #30 "Safe Winter Driving Guides" AAA Foundation 1712 G. St., N. W. Washington, D. C. 20006	1.1 Instructor will identify and discuss causes for the loss of traction as it would affect automobiles, motorcycles and bicycles. a. Overacceleration b. Overbraking c. Turns and curves d. Unequal traction e. Hydroplaning f. Mud and sand g. Snow and ice 1.2 Group discussion concerning corrections and means of prevention for loss of traction.	1.1 Student will identify the causes which result in loss of traction. Learning Guide #28 1.2 Student will define the procedures to compensate for loss of traction. Learning Guides #29, #30

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY The student will identify loss of traction situations and methods of correction. The student will complete Individualized Learning Guides #28, #29, #30 The student will complete self-assessment "Special Conditions."

Over-acceleration: Driver attempts to start too quickly from a stopped position.

Correction: Let up on the accelerator until the wheels stop spinning and the front wheels regain enough traction for steering.

Overbraking: Brakes are applied too heavily.

Correction: Release brakes completely.

Turns and Curves: Improper combination of speed and direction change can cause conflict.

Correction: Constant speed suitable for conditions.

Unequal traction: Due to pavement conditions, improperly adjusted brakes, or a blowout.

Correction: Countersteering.

Hydroplaning: Water build-up on pavement and troughing of roads.

Correction: Release accelerator and countersteer.

Prevention: Travel at reduced speeds on wet roads.

Mud and Sand: Cause loss of movement of automobile.

Correction: Rocking automobile.

Prevention: Keep automobile moving; shift to second or low gear.

Snow and Ice: Affects road surface conditions.

Prevention: Slow down and drive with caution.

Correcting a serious skid to the right on an icy road

A. Ease up on the accelerator.

B. Turn steering wheel quickly to right.

C. When car begins to counter-skid to the left, straighten steering wheel.

D. Turn steering wheel to the left.

E. Turn steering wheel gently to the right to compensate for any counter-skid.

F. Proceed directly ahead as the car straightens.

FOR DISCUSSION

Condition of road (straight-away, curve, gravel)
Other

INDIVIDUALIZED LEARNING GUIDE #30

How to free your car if it becomes stuck in ice, snow or mud:

A. Do not spin wheels.

B. Rock car forward and backward by changing from drive to reverse or from first gear to reverse in standard transmissions.

C. If B fails, use sand or dirt under back wheels and repeat procedure B (rocking motion).

D. If rocking motion fails, use chains.

NOTE: Do not accelerate very hard since this may cause excessive spinning of wheels.

"SPECIAL CONDITIONS"

Pre/Post Self Assessment ____ Pre Assessment

____Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use with the film "Special Conditions" from the film series To Get From Here to There.

Student: _____

---

1. What should you do if your hood pops up while you are driving?

   ____a. Look through windshield under hood to steer.
   ____b. Brake to a stop.
   ____c. Open window and stick your head outside to see properly.
   ____d. None of the above.

2. If weather conditions are foggy and you must drive, you should:

   ____a. Place lights on high beam.
   ____b. Place lights on low beam.
   ____c. Use the shoulder of the road as a reference point.
   ____d. None of the above.

3. Which conditions make a road most slippery?

   ____a. Rain on an asphalt surface.
   ____b. Rain on a concrete surface.
   ____c. Rain on a film of oil.
   ____d. Rain which has been falling for half an hour.

4. Skidding caused by application of the brakes can occur

   ____a. on any surface, wet or dry.
   ____b. only on wet surfaces.
   ____c. only on snowy or icy roads.
   ____d. only if tires are smooth.

5. When a car is hydroplaning

   ____a. the tires ride on top of a film of water.
   ____b. the tires travel on a level plane.
   ____c. friction is reduced about 50 percent.
   ____d. friction is increased.

6. Which of the following is not a symptom of failing brakes?

____a. Hard pressure on the brake pedal causes the brakes to lock.
____b. Continuous hard pressure on the brake pedal causes the pedal to go slowly to the floor.
____c. The car pulls to the left or right when the brakes are applied.
____d. The pedal goes to within an inch or two of the floor.

7. If the engine stops and your car has power brakes

____a. the operation of the foot brake is not affected.
____b. you still have brakes but you must push much harder.
____c. you do not have any brakes.
____d. the efficiency of both the park and foot brakes is affected.

8. If the rear end of your car skids to the right, you should:

____a. Apply the brakes lightly.
____b. Turn the steering wheel quickly to the right.
____c. Steer straight ahead.
____d. Turn the steering wheel to the left.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT C. Critical Driving Tasks

CONCEPT: 3.0 Vehicle Malfunctions

PERFORMANCE OBJECTIVE: The student will define procedures to be followed when confronted with critical driving situations due to vehicle malfunction.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "Handling Emergencies" Pre/Post Self Assessment STUDENT MATERIAL Pre/Post Self Assessment Individualized Learning Guide #31	3.1 Instructor will discuss the eight vehicle malfunctions. 3.2 The instructor will discuss the steps necessary to correct the eight vehicle malfunctions: a. Tire Failure b. Stalled engine c. Overheated engine d. Steering failure e. Brake failure f. Headlight failure g. Stuck accelerator h. Hood flies up	3.1 The student will identify eight specific vehicle malfunctions. Learning Guide #31 3.2 The student will be able to identify the necessary steps to minimize the eight vehicle malfunctions. Learning Guide #31 PERFORMANCE PROFICIENCY Student will discuss, in writing, the procedures to correct a minimum of five vehicle malfunctions. Student will complete Individualized Learning Guide #31 Student will complete Self-Assessment "Handling Emergencies."

TIRE FAILURE

In the event a tire on your car should blow out, the following procedure should be used:

A. Grip the steering wheel firmly and apply whatever pressure necessary to hold a straight course.

B. Ease your foot from the accelerator and allow the engine to brake the car slowly.

C. Pump the brakes carefully being sure not to lock them.

D. When you have the car under control, look for an escape route entirely off the highway--preferably a flat spot where the tire can be changed.

E. Set the parking brake at maximum tension and put the gear shift selector in "P" (manual transmission--use reverse or low).

STALLED ENGINE

If the engine of your car should stall while you are moving down the highway, the following procedure should be used:

A. Place gear shift selector in neutral and turn the starter switch while the car is still moving.

B. If this is unsuccessful, signal and turn off the road at the first opportunity.

OVERHEATED ENGINE

If the temperature gauge or light indicate that the engine is overheating, the following procedure should be used:

A. Signal and pull off the road. Place the shift selector in "P" and run the engine at fast idle to circulate the water and cool it.

B. Watch temperature gauge and if temperature gauge goes down continue; if not, stop the engine.

C. Raise the hood but do not remove the radiator cap. Wait for the engine to cool and while doing so check for external leaks, broken fan belt or anything that might slow the coolant or air.

D. When the system cools, remove the radiator cap carefully and check water level. If the water level is near normal and there is no rusting, then the trouble is probably mechanical.

E. When the system is cool, drive slowly to the nearest service station or have the car towed.

STEERING FAILURE

If the steering on your car should fail, the following procedure should be used:

A. If you have power steering and the power fails, you can still gain control by gripping harder and steering more firmly (there are some who may not be able to do this--especially on curves).

B. If something has gone wrong with the steering linkage, all you can hope to do is stop as quickly and safely as possible.

BRAKE FAILURE

If the brakes should fail on your car while you are driving, the following procedure should be used.

A. Pump the brake pedal in an attempt to build up pressure and restore braking action long enough to get off the road.

B. If that does not work, set the parking brake with a slow steady pressure; at the same time, hold the brake release lever in "off" position to prevent brake lock-up which could cause the vehicle to skid out of control.

C. Find a safe place to exit, signal if you can, and get off the highway.

D. While struggling to maintain steering and speed control, communicate your emergency situation to other drivers threatened by the situation (sound horn and flash lights).

In extreme cases it may be necessary to slow the vehicle by:

A. Running along an embankment.

B. Scraping against a curb.

C. Driving into bushes, hedges, or snowbank.

D. Sideswiping a row of parked cars.

HEADLIGHT FAILURE

If the headlights on your car should fail while you are driving, the following procedure should be used:

A. Slow down quickly, keep the car in its path and look for an escape route.

B. As you slow down, watch for anything that can help orient you.

C. Try the parking lights or any other auxiliary lights on the car (spot lights or fog lights).

D. Flash the brake lights and turn on the right turn signal.

STUCK ACCELERATOR

If the accelerator should stick while you are driving your car, the following procedure should be used:

A. Immediately turn off the key, begin braking, signal and turn off the road where the pedal can be released safely.

B. Note that in a car with power steering and power brakes, it will be a little harder to steer and brake the car.

HOOD FLIES UP

If the hood of your car should fly up while you are driving, the following procedure should be used:

A. Look under the center of the opened hood or out of the left window, signal and steer carefully off the road.

B. To prevent this situation from occurring, check to see that the hood is properly closed after you or a service station attendant has opened it.

C. If the hood vibrates as you drive, stop immediately and make sure it is closed properly.

D. If the situation has occurred, make sure the safety latch is operative before proceeding.

"HANDLING EMERGENCIES"

Pre/Post Self Assessment ____ Pre Assessment

____Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use with the film "Handling Emergencies" from the film series To Get From Here to There.

Student: _____

1. The most common accident that occurs on freeways is

   ____a. head-on collisions.
   ____b. side-swipes.
   ____c. rear end collisions.
   ____d. single car accidents.

2. If a blowout should occur while you are driving down the highway, you should:

   ____a. Slam on the brakes.
   ____b. Keep control of the car without using the brakes and allow the engine to slow down the car.
   ____c. Neither of these.

3. Which of the following contributes most to accidents?

   ____a. Roads
   ____b. Vehicles
   ____c. Drivers
   ____d. Time of day

4. When a car is sliding or skidding you should:

   ____a. Hit the brakes.
   ____b. Steer in the direction of the skid.
   ____c. Put the car in reverse.

5. You can often steer out of trouble if

   ____a. you leave yourself an out.
   ____b. you are traveling slightly faster than other traffic.
   ____c. your reactions are quick.

6. You are being passed by another car and a car is swiftly coming in the opposite direction. You should:

   ____a. Accelerate and let the car passing get back in the lane.
   ____b. Cram the brakes.
   ____c. Steer to the right.

7. Traffic hazards are seen less easily

   ____a. in the early morning.
   ____b. in the early evening.
   ____c. at night.
   ____d. all of the above.

8. When a car has high beam on and is coming toward you, you should:

____a. Flick your lights.
____b. Dim your lights.
____c. Look to the right side of the road.
____d. All of the above.

UNIT D: Traffic Environment Tasks

UNIT OBJECTIVE: The student will identify the possible situations associated with each of the driving environments and plan routes which will minimize potential conflicts.

Pre/Post Self Assessment

1.0 Trip Planning
2.0 City Driving
3.0 Residential Area
4.0 Rural Highways and Country Roads
5.0 Freeway Driving

Film Series: To Get From Here to There

"City Driving"
"Expressway Driving"
"Rural Driving"

UNIT D: Traffic Environment Tasks

Pre/Post Self Assessment ____ Pre Assessment

____Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use at the beginning and/or end of this learning unit.

Student: _____

---

1. Select the true statements:

____a. Trailers and motorcycles are allowed on all roads and highways.
____b. Passengers riding in a camper are as safe as those riding in a truck cab.
____c. The registration slip or card for motorized vehicles must be with the vehicles.
____d. Road maps are useful to determine distance, directions and locations but not much else.

2. Select the statement that is least desirable:

____a. Girls should know some things about how a car operates and about essential services.
____b. Seat belts and shoulder straps should be worn in town, even on short trips.
____c. Money can be saved by not using service stations for oil, antifreeze, air cleaner, tire and battery replacements.
____d. Time can always be saved by not using toll roads and bridges.

3. Select the statement that is most desirable:

____a. The speed limit may be ignored as long as a driver keeps up with other traffic.
____b. Adequate time allowed for a trip is a safety factor.
____c. All states have the same signs and speed limits.
____d. All highways are free for the use of American travelers.

4. Select the true statements:

____a. Maps do not show what kind of road surfaces or how many lanes are provided.
____b. Maps do not indicate historical or other sight-seeing places of interest.
____c. Maps do not show the amount of charges for use of all turnpikes.
____d. Maps do not indicate entrances (interchanges), toll bridges and construction areas.

5. When two cars approach an unmarked intersection at the same time, who has the right-of-way?

____a. Car on the left.
____b. Car on the right.
____c. The first car at the intersection.
____d. All the above.

6. When you see a car parked in a driveway, what should you look for?

____a. Bicycle in driveway.
____b. Child in yard.
____c. Driver in car.
____d. Driver coming from garage.

7. Limited vision in the city is created by:

____a. Huge trucks.
____b. Tall buildings.
____c. Other cars.
____d. All of these.

8. What does IPDE stand for?

9. What is a factor that produces more deaths on rural roads than on urban roads?

____a. Not being found shortly after the accident.
____b. Not getting immediate medical attention.
____c. The wait for the emergency vehicle.
____d. All of these.

10. When you see an animal on a roadway, you should:

____a. Continue at the same rate of speed and honk.
____b. Slow down and grip the wheel.
____c. Slow down and move left or right after checking mirrors.
____d. Honk the horn and stop.

11. If the wheels of your car are stuck in mud, snow or ice, what is the best technique to try?

____a. Turn the front wheels toward the left or right and accelerate slowly.
____b. Put burlap under either wheel.
____c. Put the car in gear and gradually accelerate.
____d. None of the above.

12. On what kinds of rural roads do most motor vehicle deaths occur?

____a. Straight roads.
____b. Curved roads.
____c. Hilly roads.
____d. Steep, mountain roads.

13. Which of the following poses the greatest danger to the driver who wants to pass?

____a. The possibility of car failure.
____b. Unexpected, blind intersection ahead.
____c. The likelihood of sudden, unexpected holes or bumps in the road.
____d. His own error in judgment and his impatience.

14. What should a driver do if the car's right-hand wheels run off the paved surface?

____a. Edge back gradually by driving nearly parallel to the pavement edge.
____b. Jerk the car back at high speed.
____c. Drive straight ahead while slowing down, then cut wheels sharply to the left.
____d. Drive completely off the road, then edge back gradually.

15. Which will MOST likely cause you to lose traction on a slippery road?

____a. Applying and releasing the brake pedal in succession.
____b. Keeping the car pulling steadily at reduced speed.
____c. Continuous shifting of conventional gears.
____d. Sudden deceleration before shifting gears.

16. The two-second time rule implies that:

____a. A driver must pass and return to the original lane within two seconds.
____b. A driver must maintain a two-second interval space behind the vehicle he is following.
____c. A driver must check mirrors every two seconds.
____d. A minimum of two seconds is necessary for signaling for a turn.

17. Freeways cut down on accidents by

____a. eliminating left turns.
____b. limiting access.
____c. providing rest areas.
____d. providing acceleration lanes.
____e. all of these.

18. You are exceeding the speed limit on expressways in Montana at night if you are going

____a. over 55 mph.
____b. over 60 mph.
____c. over 65 mph.
____d. none of these.

19. If you miss your exit on a cloverleaf, you should

____a. stop.
____b. make a U-turn.
____c. cross over median.
____d. keep going to next exit.
____e. back up.

20. While traveling east on a freeway, you approach a cloverleaf interchange. You want to go north, so you should:

____a. Turn south at the first exit.
____b. Turn north at the first exit.
____c. Turn south at the second exit.
____d. Turn north at the second exit.
____e. None of these.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT D. Traffic Environment Tasks

CONCEPT: 1.0 Trip Planning

PERFORMANCE OBJECTIVE: The student will plan various trips in terms of time requirements, precise routes and appropriate equipment.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Chalkboard or overhead projector to visually categorize student ideas. Maps will be furnished Magnetic Traffic Board or chalkboard to illustrate situations STUDENT MATERIAL Pre/Post Self Assessment	1.1 The unit will be introduced with the query: "What preparation is necessary for this trip?" Types of trips include those for recreation and relaxation.	1.1 Students will identify various reasons why a trip may be necessary and how preparations will differ.
	1.2 Group discussion based on the question: "What are the advantages and disadvantages of various types of vehicles used on trips?"	1.2 Students will evaluate the merits of vehicles: cars--large and small, small trucks and campers, motorcycles, vehicles with trailers, private buses, commercial buses, trains, planes, bicycles and snowmobiles.
	1.3 As students refer to maps, the instructor will select point of origin and destination. The students will study the map, become familiar with its symbols and determine alternate and safest routes (fewest predictable hazards).	1.3 Students will compare the time requirements with the mileage and give consideration to the capabilities of the driver, vehicle and roadways.
	1.4 Instructor will suggest that a selected speed may not guarantee arrival in specified time. Trip time must be extended when	1.4 Students will identify possible factors of delays and evaluate methods to minimize or adjust to the following conditions:

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	slow-downs or delays are anticipated. Discussion of the influence of delays upon driver behavior: a. Drive too long. b. Drive too fast for conditions. c. Get insufficient rest. d. Bypass meals. e. Cut curves. f. Ignore suggested speed signs. g. Violate the law (lights, signs). h. Ignore weather and traffic conditions. i. Worry about arrival time rather than concerning self with driving. j. Pass other vehicles unnecessarily and in dangerous places. k. Forget driving courtesy, looking (especially at blind spots), and signaling.	a. City and highway speed limits. b. Night speed limits c. Construction areas. d. Detours e. Accidents on road. f. Vehicle malfunctions. g. Rest stops. h. Scenery or picture-taking stops. i. Restaurant and overnight stops. j. Normal vehicle maintenance and refueling. k. Heavy or slow traffic. l. Tollgates and toll highway entrances and exits. m. Searching for roads and routes. n. Searching for address. o. Taking wrong road. p. Types of roads encountered (multi-lane, narrow, winding, steep, etc.)

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	1. Drive too much at night (eye fatigue). m. Others... Gas companies, automobile associations and travel agencies provide prepared maps with routes outlined and information on road construction, places to visit, food, lodging, routes, that do not allow trailers or motorcycles, and toll bridges and toll roads. Maps and services are free but time must be allowed for preparation and receipt of these packets.	q. Adverse weather. r. Congested city areas. s. Nature of vehicle (geared low and slow, low horsepower for extended upgrades, pulling a trailer, carrying a heavy camper or other heavy load).
	1.5 Discuss other features concerning the use of maps: a. Map should be recent--check copyright date. b. Study it thoroughly before the trip. c. Examine legend to determine use of symbols. Symbolism, scale, colors and other details vary on maps. d. Mark off each day's journey and each leg of the trip. Keep refueling and eating stops in mind.	1.5 Students will analyze factors which effect trip planning.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	e. On the road, check the map with the vehicle stopped and away from traffic. Passenger should check the map as the trip progresses and help the driver to read route markers and "copilot" for him. f. Refuel before fuel gets too low. Services in small towns may be difficult to locate at night. g. Plan sufficient time to lessen irritations, hazards and short tempers.	
	1.6 Class discussion concerning vehicle maintenance: a. Engine: tuned up, services as necesary. b. Tires: good tread, spare tire serviceable and inflated. c. Steering: alignment, balance, and care to power steering components. d. Lights: all lights functional. e. Seat belts and shoulder straps: provided for all passengers and their use by all required.	1.6 Students will identify the parts of the vehicle to be checked and the required safety equipment for the vehicle.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	f. Brakes: properly adjusted. Class discussion concerning the necessary and optional equipment for the vehicle: a. Jack, lug wrench and chocks for wheels. b. Tool box (suggest minimum tools desirable). c. Flashlight and spare batteries. d. First-aid kit and manual. e. Coveralls or tarp. f. Vehicle registration slip (required to be with vehicle at all times--includes cycles and trailers). g. Flares. h. Tire chains (as required). i. Shovel, ax and bucket (required in all national forests). j. Extra cans of oil and water. k. Litter bags. l. Proof of insurance coverage, refer to text coverage	

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	(reminder: be covered by adequate insurance, especially liability). m. Pet supplies. n. Supplies of special nature for sick or afflicted persons. o. Valid driver's license. p. Fire extinguisher. q. Battery jumper cables.	
	1.7 Other essentials the instructor should discuss: a. Money: cash, checks, traveler's checks. b. How much money required? Extra available? c. Trailer or camper facilities at stops. d. Localized laws. The instructor will assign each student a destination, the type of vehicle to be used, how many people and what age and sex, how many drivers, how much over-all time to be used, and other requirements as desired.	1.7 The student will evaluate the legal and personal requirements necessary for a trip.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY The students will prepare a cross-country trip, including a marked map and written details of a trip to be undertaken.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT D. Traffic Environment Tasks

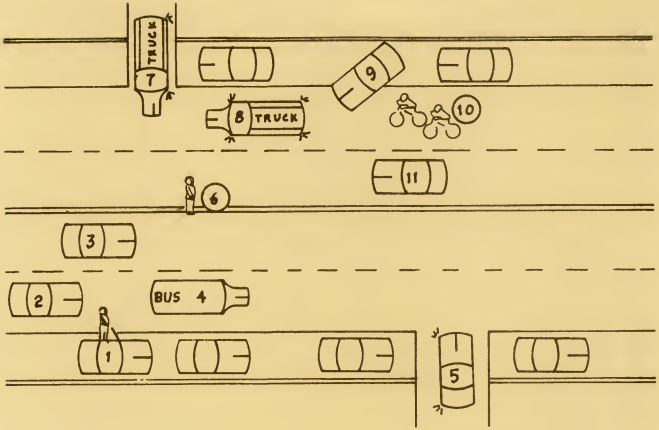
CONCEPT: 2.0 City Driving

PERFORMANCE OBJECTIVE: The students will identify urban traffic situations and develop methods to reduce possible conflicts.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "City Driving" Pre/Post Self Assessment Filmstrip: "Perception of Driving Hazards" Shell Oil Company Public Relations Manager P. O. Box 2463 Houston, Texas 77001 (Free) Slides: "City Driving" National Safety Council 425 North Michigan Avenue Chicago, Illinois 60611 STUDENT MATERIAL Individualized Learning Guides #11, #12, #13, #14, #15, #16 #18, #33	2.1 Group discussion focused upon IPDE (identify, predict, decide, execute) in avoiding possible conflicts. Visibility reduction allows less time for decision making. 2.2 Instructor demonstration of intersection hazards: a. Limited visibility. b. Signalized intersections. c. Stopping distance. d. Left turn. e. Improper lane used in turning. f. Right turn and right on red after stop. g. Pedestrians walking against light. h. Crosswalks.	2.1 Students will identify visual limitations that exist in city driving. Learning Guide #33 2.2 Students will recognize and discuss intersection hazards. Learning Guides #11, #12, #13, #14, #15, #16, #18

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	2.3 Instructor explanation of the dangers that are present in urban driving followed by student discussion of same. a. Lane changes b. Alleys c. Children playing and pedestrians jaywalking d. One-way streets e. Bicycle or motorcycle f. Parked cars or trucks g. Reversible lanes for flow of traffic h. Left front fender--danger point of car in parallel parking i. Weather j. Lighting conditions	2.3 Students will identify potential hazards found in the city traffic environment.
	2.4 Instructor will discuss the following engineering techniques: a. One-way streets b. Phased signals c. Right turns after stop	2.4 The student will evaluate traffic programs in terms of reducing urban driving conflicts.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	d. Pedestrian crosswalks e. Limiting parking f. Signalized intersections	PERFORMANCE PROFICIENCY The student will identify five urban driving conflicts and describe methods to reduce their potential danger. The student will study Individualized Learning Guides #11, #12, #13, #14, #15, #16, #18 The student will complete Individualized Learning Guide #33. The student will complete Self-Assessment "City Driving".



In this urban situation, what possible dangers should each driver expect?

Pedestrian # 1 _____

Driver # 2 _____

Driver # 3 _____

Driver # 4 _____

Driver # 5 _____

Pedestrian # 6 _____

Driver # 7 _____

Driver # 8 _____

Driver # 9 _____

Cyclists #10 _____

Driver #11 _____

"CITY DRIVING"

Pre/Post Self Assessment

____ Pre Assessment

____Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use with the film "City Driving" from the film series To Get From Here to There.

Student: _____

1. What is the most complicated maneuver in city traffic?

   ____a. Turning left at an intersection.
   ____b. Following.
   ____c. Lane change.
   ____d. Turning right at an intersection.

2. City driving is more complex because of:

   ____a. Number of cars.
   ____b. Pedestrians.
   ____c. Reduced visibility.
   ____d. All of these.

3. What percent of the total death rate occurs at intersections?

   ____a. One-third
   ____b. One-fourth
   ____c. One-half
   ____d. Two-thirds

4. Speed limit in the city is usually

   ____a. 15 mph.
   ____b. 25 mph.
   ____c. 35 mph.
   ____d. 45 mph.

5. When driving at night, your vision is

   ____a. increased.
   ____b. decreased.
   ____c. remains the same.

6. When approaching a double-parked delivery truck, you should be on the look-out for:

   ____a. Boxes falling out of truck.
   ____b. Car on curb in front of truck.
   ____c. Driver getting out of truck.

7. A flashing yellow light means

____a. slow and proceed.
____b. slow.
____c. slow and proceed with caution.
____d. proceed with extra caution.

8. When you hear or see an emergency vehicle approaching, you should:

____a. Move to left and stop.
____b. Move to the right and slow down.
____c. Stop.
____d. Move to the right and stop.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

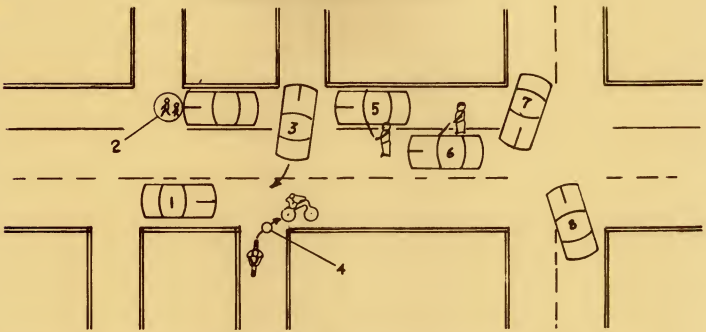
UNIT D. Traffic Environment Tasks

CONCEPT: 3.0 Residential Area

PERFORMANCE OBJECTIVE: The student will identify driving situations in residential driving and determine solutions to reduce conflicts.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "Paced to Live" Burlington Northern BN Building St. Paul, Minn. 55102 STUDENT MATERIALS Individualized Learning Guides #6, #11, #12, #13, #14, #23, #34	3.1 Group discussion of residential driving hazards such as: a. Parked cars b. Cars in driveway c. School zone d. Children and pedestrians e. High hedges and trees f. Houses g. Large trucks h. Bicycles i. Motorcycles j. Railroad Crossing k. Alleys l. Out-of-state cars	3.1 Students will identify hazards associated with residential driving. Learning Guide #34

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	m. Weather n. Night driving	
	3.2 Instructor will discuss existing hazards at intersections. a. Uncontrolled b. Right-of-way c. Well-paved through streets d. Controlled	3.2 Students will identify intersection hazards. Learning Guides #11, #12, #13, #14
	3.3 Group discussion of: a. Blind intersections b. Blind spots c. Vehicle placement	3.3 Student will determine visual patterns and vehicle placement guidelines to eliminate possible conflicts. Learning Guide #6 PERFORMANCE PROFICIENCY The student will list five possible conflicts in residential driving and describe methods to minimize such. The student will study Individualized Learning Guides #6, #11, #12, #13, #14, #23 The student will complete Individualized Learning Guide #34.



What possible dangers might each numbered driver or person expect in this residential situation:

Driver #1 _____

Children #2 _____

Driver #3 _____

Bicyclist #4 _____

Driver #5 _____

Driver #6 _____

Driver #7 _____

Driver #8 _____

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT D. Traffic Environment Tasks

CONCEPT: 4.0 Rural Highways and Country Roads

PERFORMANCE OBJECTIVE: The student will be able to identify the hazards encountered on rural highways and develop procedures to reduce such conflicts.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "Rural Driving" Pre/Post Self Assessment Filmstrips: "Driving Strategies For Rural Highways" Bumpa Tel, Inc. P. O. Box 611 Cape Girardeau, Mo. 63701 $39.95 INSTRUCTOR MATERIAL Montana Highway Patrol Annual Report Montana Highway Patrol Helena, Montana 59601 STUDENT MATERIALS Individualized Learning Guides #4, #16, #35 "Accident Facts", Yearly Publication Travelers Ins. Co. 3 Constitution Plaza Hartford, Conn. 06115 (Free) Pre/Post Self Assessment	4.1 Instructor will provide accident statistics relative to rural highway and country roads in comparison to urban road rate. Comparison of statistics on rural and urban collisions show: Speeding Rural ____ Urban ____ Failure to Yield Rural ____ Urban ____ Lane Position Rural ____ Urban ____ Improper Passing Rural ____ Urban ____	4.1 Student will identify the violations that cause the most fatalities on rural roads.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	Turning Rural ____ Urban ____ Following Rural ____ Urban ____ Why do these violations produce more fatalities in the rural situation?	
	4.2 Illustrate and define types of hazards that are found on rural highways and country roads. Physical Objects a. Narrow bridges b. Culverts c. Ditch banks and gullies d. Sharp curves and steep hills e. Farm approach roads and unmarked intersections f. Cattle guards g. Railroad Crossings h. Power poles and fence posts Plant Growth a. Shrubbery	4.2 Student will list and define hazards that are to be found on rural highways and country roads.

b. Crops

c. Trees and hedges

d. Weed growth (road Shoulder)

Animate Hazards

a. Domestic and wild animals

b. Pedestrians, hunters and children

Other Hazards

a. Stalled vehicles

b. School buses

c. Over-width farm vehicles

d. Motorcyclists

e. Slow-moving vehicles

4.3 Present the effect the four groups of hazards have on vehicle driver.

a. Reduced field of vision

b. Lack of close attention to driving

c. Cause sudden reactions and judgements

d. Give up more than one-half of road

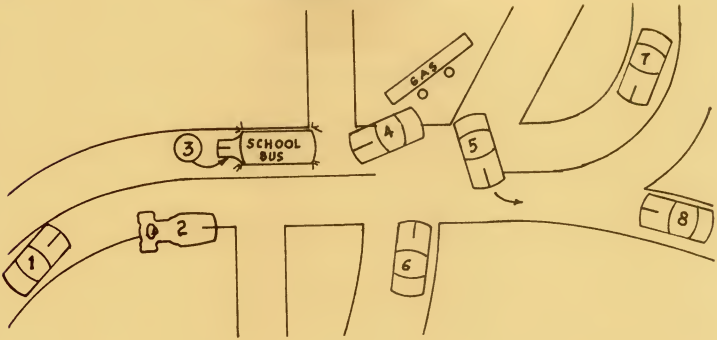
4.3 Student will predict the driver response to such hazards.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	4.4 Class discussion concerning design and engineering of rural highways and country roads. a. Width of road b. Shoulder area c. Design and shape of road surface d. Road-shoulder union e. Curves	4.4 Student will define specific design and engineering of rural and country highways.
	4.5 Discussion of physical road features and their effect on vehicle control. <u>Types of Surface</u> a. Gravel b. Asphalt c. Dirt d. Concrete e. Combination (gravel and asphalt) <u>Condition of Surface</u>	4.5 Student will compare the road surface to the type of possible conflict that might occur.
	4.6 Instructor-led discussion of how different road surfaces affect stopping distances.	4.6 Student will evaluate the stopping distances created by various road surfaces.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	4.7 Discussion of compensations and corrections necessary for safe driving. a. Closer attention to driving. b. More scanning of road area (front and width). c. Slower speeds because of hazards, road types, surfaces and terrain.	
	4.8 Instructor-led discussion on adverse weather conditions affecting rural highway driving. a. Hot and dry (dust) b. Rain (mud and hydroplaning) c. Snow d. Fog e. Sleet f. Ice How stopping distances for each type of adverse condition vary and possible compensation for each. a. Reduce speed b. Slow starts and stops	4.8 Student will identify the effect of weather conditions upon rural driving.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	c. No sudden turns d. Proper shifting and acceleration	
	4.9 Explain, illustrate and define natural laws as they apply to rural roads and highways. a. Gravity--car going uphill or downhill b. Friction--tire surfaces on road surface c. Centrifugal force--fast ride on a merry-go-round pushing out d. Centripedal force--opposite of centrifugal force (the steering force a driver applies) e. Kinetic energy--the energy of motion of a moving body f. Inertia--resistance to movement	4.9 Student will define nature's laws and application to rural driving.
	4.10 Teacher-led discussion of man-made laws in relation to rural roads and highways. a. Speed limits--always a maximum.	4.10 Student will select the behaviors necessary for conflict-free driving on rural roads.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	b. Warning signs--not always present c. No Passing zones--become aware of where these areas usually are d. Railroad crossing--no electric signals, use the senses e. Road intersections--most dangerous area--sometimes unmarked f. School bus signs--near farm homes g. Yield right-of-way--least understood sign	PERFORMANCE PROFICIENCY Student will select and provide solutions for seven possible rural highway conflicts. Student will study Individualized Learning Guides #4, #16 Student will complete Individualized Learning Guide #35 Student will complete Self-Assessment "Rural Driving".



What possible dangers might each driver expect on this highway?

Driver #1 _____

Farm Equipment Driver #2 _____

Driver #3 _____

Driver #4 _____

Driver #5 _____

Driver #6 _____

Driver #7 _____

Driver #8 _____

"RURAL DRIVING"

Pre/Post Self Assessment ____ Pre Assessment

____Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use with the film "Rural Driving" from the film series To Get From Here to There.

Student: _____

1. Which hazards might you encounter on rural roads?

   ____a. Slow moving machinery.
   ____b. Livestock on roadway.
   ____c. Blind curves.
   ____d. All the above.

2. "Expect the unexpected" is a good rule when driving

   ____a. in rural situations.
   ____b. in city traffic.
   ____c. on the freeway.
   ____d. in residential areas.
   ____e. at all times.

3. How fast should you drive at night?

   _____

4. What do we mean by overdriving headlights?

5. Extended side mirrors are required in most states if you are _____

   _____.

6. How many seconds of driving time is the minimum that you should drive behind another vehicle?

   _____

7. We should always drive at a constant speed in rural and mountain areas.

   ____True
   ____False

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT D. Traffic Environment Tasks

CONCEPT: 5.0 Freeway Driving

PERFORMANCE OBJECTIVE: The student will identify various critical segments of freeway driving and develop methods to minimize such problems.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Films: "Expressway Driving" Pre/Post Self Assessment "Freeway Phobia" #6154 Montana State Film Library "Expressway Driving is Different" Allstate Enterprises Allstate Plaza Northbrook, Illinois 60062 Slides: "Let's Make Expressways Safe Ways" National Safety Council $19.00 STUDENT MATERIAL Pre/Post Self Assessment Individualized Learning Guides #36, #37	5.1 Group discussion involving design features of freeways and differences between freeways, thruways, superhighways, parkways, expressways. a. Access is limited b. No roadside businesses to cause congestion c. Service areas are spaced at intervals d. Industrial congestion is bypassed e. Faster than usual traffic speeds 5.2 Instructor focus upon vehicle preparation for freeway driving. a. Vehicle condition b. Tires	5.1 Students will define specific design features of freeways that are different from other roadways and list some advantages. 5.2 Students will analyze and determine mechanical standards for vehicles used in freeway driving.

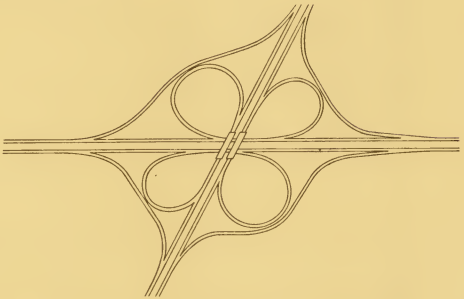
INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	c. Gas	
	d. Cooling	
	e. Steering	
	5.3 Instructor discussion of the built-in safety features of freeways.	5.3 Students will compile list of engineered safety features of freeways.
	a. Controlled access	
	b. Overpasses or underpasses for cross traffic	
	c. Center dividing strips	
	d. Absence or minimum of stop signs and lights	
	e. Wide lanes	
	f. Surface	
	g. Curves and grades	
	h. Sight distances	
	i. Left turns	
	j. Exits	
	k. Acceleration lane	
	l. Delineators	
	5.4 Group discussion concerning freeway entry procedures.	5.4 Students will diagram and discuss various freeway entry and exiting

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	a. Approximate speed of through traffic	situations and possible areas of conflict.
	b. Signal	
	c. Check traffic	
	d. Yield right-of-way	
	e. Observe posted ramp speed	
	f. Various entrances and exit ramps	
	5.5 Instructor emphasis on freeway driving.	5.5 Students will identify possible conflicts of freeway driving and develop methods to minimize such dangers.
	a. Speed control	
	b. Backing	
	c. Prolonged driving	
	d. Boredom	
	e. Weather and lighting	
	5.6 Group discussion of lane placement and lane changing.	5.6 Students will define procedures for lane placement and lane changing on freeways.
	a. Check traffic	
	b. Speed of traffic	
	c. Multi-lane	
	d. Width of lanes	

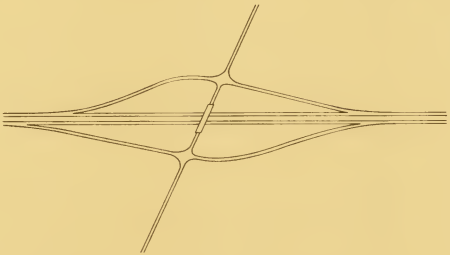
INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	e. "Scissor" effect	
	5.7 Instructor will discuss the various signs on marking of freeways. a. Overhead b. Illuminated c. Various directions	5.7 Students will evaluate the advantages and difficulties of freeway signing and signals.
	5.8 Instructor will discuss the various types of intersections and associated potential conflicts. a. Cloverleaf b. Diamond c. Trumpet d. Partial cloverleaf	5.8 Students will identify the various types of interchanges utilized in freeway operation. Learning Guides #36, #37
	5.9 Instructor will discuss the characteristics of various types of vehicles in freeway driving. a. Cycles b. Trucks c. Buses d. Trailers e. Sport cars	5.9 Students will evaluate the advantages and disadvantages of various types of vehicles in freeway driving.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY Student will complete Individualized Learning Guides #36, #37 Student will list five potential dangers of freeway driving and provide methods to reduce the potential conflicts. Student will complete Self-Assessment "Expressway Driving".

What possible problems would each of the following interchanges present to a driver in terms of entering and exiting?

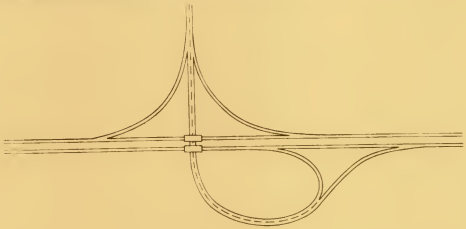


Cloverleaf
Interchange



Diamond
Interchange

What possible problems would each of the following interchanges present to a driver in terms of entering and exiting?



Trumpet
Interchange

Two-Quadrant
Partial-Cloverleaf Interchange

"EXPRESSWAY DRIVING"

Pre/Post Self Assessment ____ Pre Assessment

____ Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use with the film "Expressway Driving" from the film series To Get From Here to There.

Student: _____

_____

_____

1. Which area of the driving environment has a higher fatality rate per accident?

____a. Rural
____b. Residential
____c. City
____d. Freeway

2. Before starting on a long trip, you should

____a. check your car's condition.
____b. plan your route carefully.
____c. get plenty of rest.
____d. all of these.
____e. none of these.

3. What is the desired speed when entering a freeway?

____a. Maintain freeway speed.
____b. Slow to near stop.
____c. Enter a little faster than the limit.

4. The major contributor of freeway accidents is

____a. speed.
____b. merging traffic
____c. wet roadways.
____d. the other guy.

5. The braking distance is how much greater at 60 mph than at 30 mph?

____a. Two times
____b. Four times
____c. Ten times
____d. Twenty times

6. The "two second" driving rule

____a. deals with the time needed to change lanes.
____b. is over-emphasized.
____c. helps maintain a proper driving cushion.
____d. indicates how soon you should turn on signal lights before an intersection.

7. Proper freeway exiting must include

____a. proper lane selection prior to exiting
____b. proper exiting speed.
____c. proper signaling procedures.
____d. all the above.

8. The driver of a vehicle must not stop in a freeway acceleration lane because:

____a. Drivers on the freeway lane have already made room.
____b. Drivers on the freeway lanes have pulled over to the left of the acceleration lane.
____c. The driver behind may be looking for an opening in traffic
____d. None of the above.

UNIT E: Your and Other Driver Tasks

UNIT OBJECTIVE: The student will be able to identify and appraise physical, psychological, mental and physiological factors that influence the behavior of highway users and determine appropriate courses of action to minimize the hazard caused by these factors.

Pre/Post Self Assessment

1.0 Vision
2.0 Physical Fitness
3.0 Distractions
4.0 Emotions
5.0 Risk Acceptance
6.0 Alcohol
7.0 Drugs

Film Series: To Get From Here to There

"The Driver"
"Driving Like A Pro"

UNIT E: You and Other Driver Tasks

Pre/Post Self Assessment ____ Pre Assessment

____Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use at the beginning and/or end of this learning unit.

Student: _____

1. List three dangers of night driving.

2. Explain each of the five steps of the Smith System of Driving.

3. What percentage of the driving task is related to vision?

4. Name three common visual problems.

5. List three things that anger triggers in the driving task.

6. What emotion is being triggered when a driver is tailgated?

7. Young-adult/parent conflict could trigger what basic three emotions?

8. What are the two basic areas where traffic risk occurs?

_____

_____

9. List three reasons why drivers take risks.

_____

_____

10. Name three emotional states which present a risk to driving.

_____

_____

11. List three ways other drivers present a risk to you.

_____

_____

12. List two physical factors that should make young people better drivers than adults.

_____

13. List three physical problems which could interfere with the driving task.

_____

_____

14. Name three physical characteristics of carbon monoxide.

_____

_____

15. List five ways in which fatigue affects the body.

_____

_____

_____

16. List three ways in which members of your peer group would be a distraction.

_____

_____

17. List three effects distractions may have on driving.

18. List five distractions which affect driving and how they can be avoided.

19. To be assumed "under the influence of alcohol" in Montana a person must have a blood alcohol content of what percentage?

20. List three areas in which alcohol affects the driver and his ability to drive.

21. List two factors that could account for the fact that one person can drink more than another before signs of intoxication appear.

22. Name three psychological factors which are affected by alcohol.

23. Explain the implied consent law and how it pertains to driver licensing.

24. List three factors which might influence an individual to use drugs.

25. Name three drugs which suppress the function of the brain and central nervous system.

_____

_____

26. What three physical characteristics become present with an excessive use of drugs?

_____

_____

27. List five common medicines which are obtainable "over-the counter" and how each affects a driver's ability to perform the driving task.

_____

_____

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT E. You and Other Driver Tasks

CONCEPT: 1.0 Vision

PERFORMANCE OBJECTIVE: The student will become aware, in the classroom environment, of the importance of visual perception and visual limitations as related to the driving task and be provided means by which he is able to measure his own visual abilities.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "Smith System" Ford Motor Company The American Road Dearborn, Michigan 48121 Psychophysical Testing Equipment American Automobile Association or Bumpa Tel Filmstrip: "Test Your See Power" National Safety Council INSTRUCTOR MATERIAL "Facts About Vision and Highway Safety" American Optometric Assoc. 4030 Choteau Avenue St. Louis, Mo. 63110 "Visual Perception and the Driving Task" American Driver and Safety Education Association	1.1 Physiological function of the eye. It is recommended at this point, if not earlier, that the instructor have his students fill out Form DL-3 (may be obtained at the County Treasurer's Office or the local Driver Examiner's office) and have each student take eye examination before proceeding with the traffic environment phase of the program. 1.2 Illustrate with the use of diagrams, slides and charts how the eye functions. a. During daylight hours b. During night hours 1.3 Explanation of how basic eye problems affect driving and methods of compensation for: a. Visual acuity	1.1 Student will be required to take an eye examination to determine any visual impairments which would affect driving. Learning Guide #38 1.2 Students will be able to name four basic parts of the eye and their function as related to driving. Learning Guide #39 1.3 Student will identify the various functions the eye performs and select methods to compensate for any deficiencies.

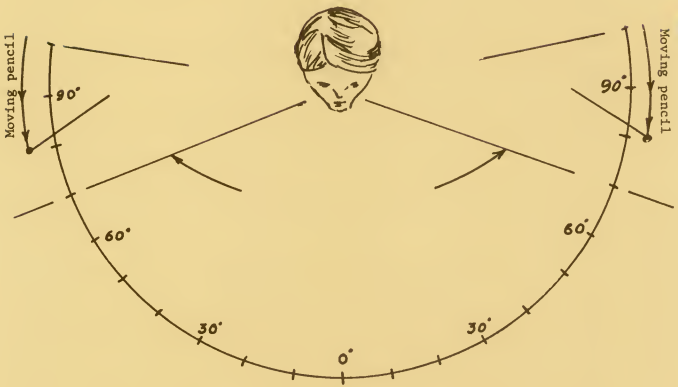
INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
STUDENT MATERIAL Pre/Post Self Assessment "Change Your Driving at Night" Allstate Insurance Co. (Free) Individualized Learning Guides #38, #39, #40, #41, #42, #43, #44, #45, #46.	b. Depth perception c. Field of vision d. Night vision e. Color perception	
	1.4 Instructor or student presentation using slides, filmstrip or other visual means illustrating traffic situations and potential dangers involving moving vehicle. Have learners orally interpret driving environment involving moving vehicle hazards.	1.4 Student will identify potential moving traffic hazards and how they will affect him and what action the driver will take in each situation. Learning Guide #40
	1.5 Instructor will present special hazards created by children and pedestrians and present clues regarding where children may be found. Make students aware of erratic behavior on the part of adult pedestrians. a. Preoccupation b. Drunkenness c. Physical impairments	1.5 Students will identify five situations with which children and pedestrians would be associated and explain proper reaction to each situation. Learning Guides #41, #42, #43 #44, #45, #46
	1.6 Instructor explanation of the "Smith system" and how it pertains to driving.	1.6 Students will list the principles of the "Smith system."

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	a. Aim high in steering b. Keep your eyes moving c. Get the big picture d. Make yourself seen e. Leave yourself an out	
	1.7 Instructor will explain visual problems created by natural elements and the mechanical equipment available to overcome them. Will include snow, fog, dust, darkness and rain.	1.7 Student will explain orally the best way to obtain maximum visibility in natural elements. PERFORMANCE PROFICIENCY Student will select five areas of visual problems and state solutions for each. Student will study and, or complete Individualized Learning Guides #38 through #46.

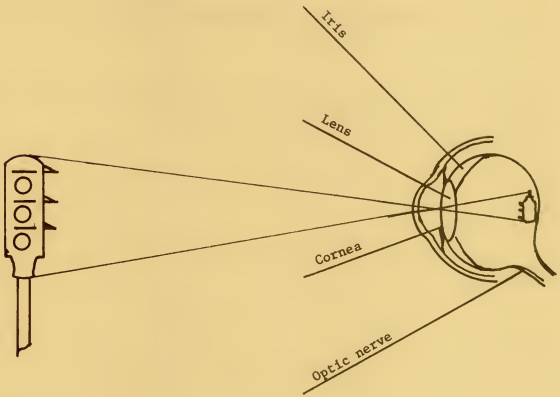
YOU CAN MAKE THIS

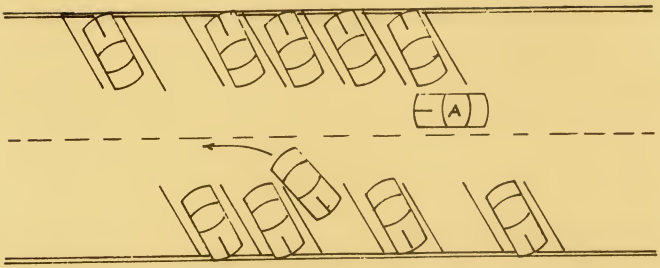
FIELD-OF-VISION

TESTING DEVICE



Minimum safe field of vision 140°

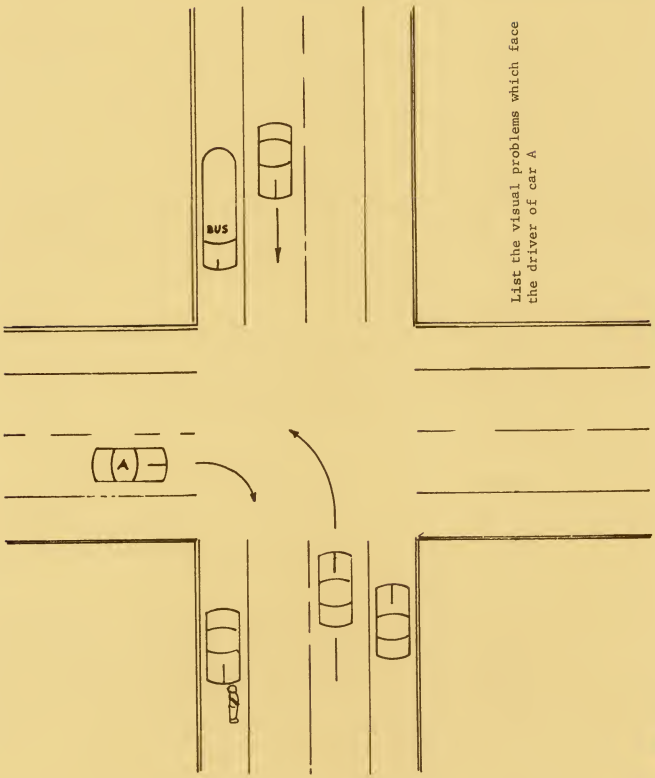

Iris
Lens
Cornea
Optic nerve



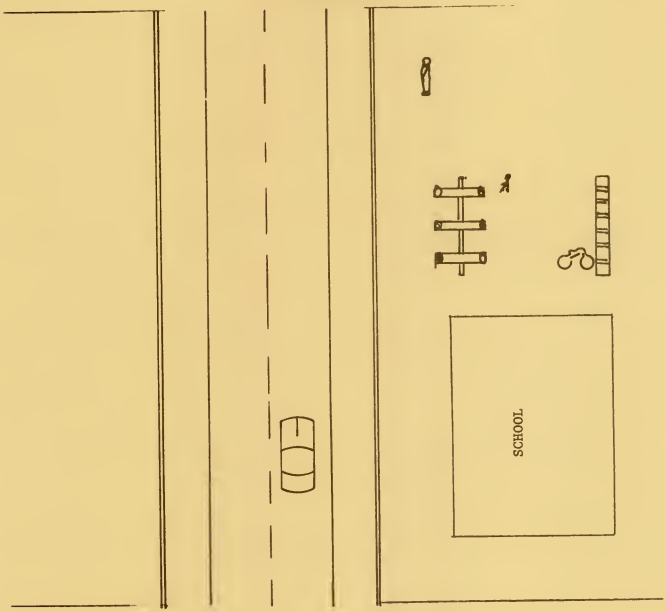
You are in the business district. The street is narrow but still has two lanes. Explain what conflicts might face you as the driver of car A.

INDIVIDUALIZED LEARNING GUIDE #41

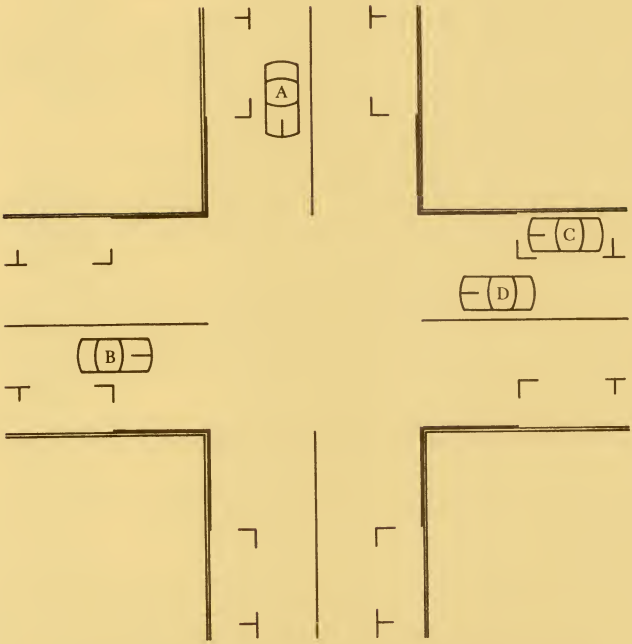
If you saw the outline of the signs shown on this page from afar, what general meaning would each have to you as a driver?



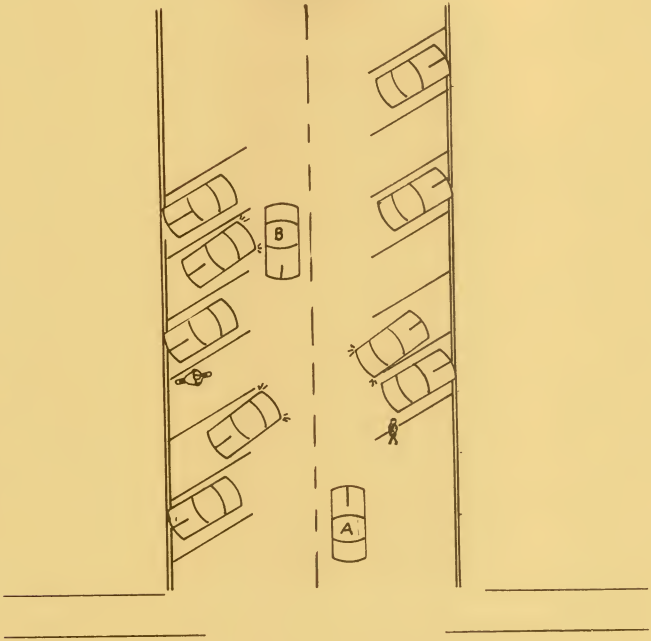
List the visual problems which face the driver of car A



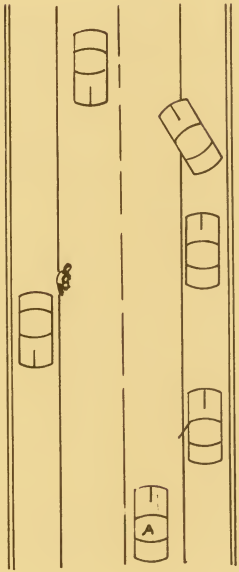
What are the things you must watch out for when driving past a school and playground area?



As the driver of car A, you are faced with what visual problems?



What dangers face the drivers of cars A and B.



As the driver of car A, what hazards do you see?

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

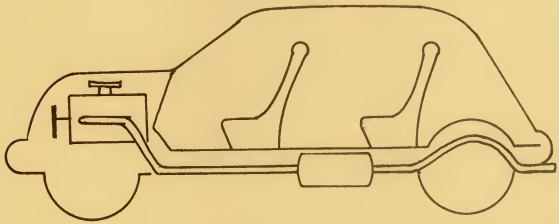
UNIT E. You and Other Driver Tasks

CONCEPT: 2.0 Physical Fitness

PERFORMANCE OBJECTIVE: The student will be able to explain how physical fitness relates to driving and how best to compensate for or overcome physical problems.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "The Driver" Pre/Post Self Assessment	2.1 Instructor will aid students in formulating a list on blackboard, overhead projector, etc. of ways in which physical fitness plays a part in driving.	2.1 Student will identify factors which make up the physical fitness of a driver.
STUDENT MATERIAL Pre/Post Self Assessment Individualized Learning Guide #47 "Are You Fit To Drive?" American Medical Association 535 N. Dearborn Street Chicago, Illinois 60610	2.2 Instructor will guide students in formulating a list of common physical deficiencies which affect the driving task.	2.2 Student will define six things which contribute to fatigue and one possible solution for each.
	a. Fatigue: Instructor will guide students in selecting a definition of, causes of, effects of, and remedies for fatigue.	Explain the physical effects of fatigue on the body.
	b. Carbon monoxide poisoning: Instructor will guide students in a definition of the causes of carbon monoxide poisoning and how to avoid it.	Explain the physical effects of carbon monoxide on the body.
	c. Physical impairments: Instructor will guide students in a discussion of physical defects (internal and external)	Name three physical impairments which are external and three which are internal and show their relationship to driving.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	which will cause problems in driving and how they can be overcome.	
	d. Age: Instructor will aid students in a discussion on age as a factor in driving.	Identify three physical factors which are associated with age progression.
	e. Instructor will stimulate student discussion on the use of physical examination as a prerequisite for procurement and/or renewal of a driver's license.	Develop the content for a physical examination for driver's license or renewal.
		PERFORMANCE PROFICIENCY
		Student will be able to name two physical factors that should make youths better drivers than adults.
		Student will be able to name three physical problems which could interfere with the driving task.
		Student will be able to name three physical characteristics of carbon monoxide.
		Student will be able to list five ways in which fatigue affects the body.
		Student will complete Individualized Learning Guide #47
		Student will complete Self-Assessment "The Driver."



Where, in the above drawing, is carbon monoxide likely to penetrate to the interior of the car?

"THE DRIVER"

Pre/Post Self Assessment ____ Pre Assessment

____ Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use with the film "The Driver" from the film series To Get From Here to There.

Student: _____

1. The most important part of the traffic environment is the

____a. road.
____b. car.
____c. driver.
____d. weather.

2. Good visual perception consists of

____a. depth perception.
____b. color acuity.
____c. peripheral vision.
____d. all the above.

3. Which of the five basic senses gives the driver most of his driving information?

____a. Ears
____b. Nose
____c. Touch
____d. None of the above

4. Reaction time refers to which of the following?

____a. How fast a person responds to a situation.
____b. The time it takes a car to stop.
____c. Distance it takes to stop a car.
____d. All the above.

5. Which of the following outside influences affects the driver's ability to cope with traffic?

____a. Drugs
____b. Alcohol
____c. Overt feelings
____d. All the above

6. Approximately what percent of eye contact and visual search is considered necessary for safe driving?

____a. 50
____b. 65
____c. 80
____d. 90

7. Which of the following traffic offenses are kept on record in Washington, D.C.?

____a. Driving while intoxicated.
____b. Driving Revocations
____c. Manslaughter record.
____d. All the above.

8. Which of the following can affect your driving ability?

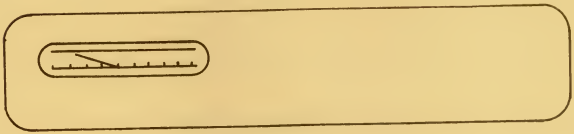
____a. Psychological problems.
____b. Emotional problems.
____c. Financial problems.
____d. All the above.

UNIT E. You and Other Driver Tasks

CONCEPT: 3.0 Distractions

PERFORMANCE OBJECTIVE: The student will identify driving distractions and determine methods to overcome them.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
STUDENT MATERIAL Individualized Learning Guides #48, #49	3.1 Instructor will have students list all the distractions from within the vehicle, including those caused by passengers, physical surroundings and environment. Instructor will guide students in formulating solutions to these problems.	3.1 Student will identify 12 distractions which commonly occur within the car. Learning Guides #48, #49
	3.2 Instructor will have students list all the distractions outside the vehicle, including those caused by surroundings and environment. Instructor will guide students in formulating solutions to these problems.	3.2 Student will identify 12 distractions which commonly occur outside vehicle. Learning Guide #49
		PERFORMANCE PROFICIENCY Student will list two solutions for distractions within and those without a vehicle (two for each). Student will compile list of activities which would be "good passenger" behavior. Student will complete Individualized Learning Guides #48, #49.



Do You Know Your Dashboard?

Fill in the dashboard distractions that could cause you trouble on the highway or busy city streets.

Distraction Work Sheet

1. In the order of importance, list five prime distractions which occur within the car.

2. In the order of importance, list five prime distractions which occur outside the car.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT E. You and Other Driver Tasks

CONCEPT: 4.0 Emotions

PERFORMANCE OBJECTIVE: The student will be able to show he/she knows how basic emotional states affect driving and how he/she can overcome or compensate for these.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Films: "Jerks The Irk" MFA Ins. Co. Columbia, Mo. 65201 (Free Loan) "Look Who's Driving" Aetna Life Ins. Co. 151 Farmington Avenue Hartford, Conn. 06115 (Free Loan) INSTRUCTOR MATERIAL "Personality Factors and The Driving Task" American Driver and Traffic Safety Education Association	4.1 Instructor will aid students in formulating a list of emotions which affect the driving task, i.e., fear, anger, frustration, impatience, etc. Instructor will conduct discussion of how emotions of various types affect the driving task, using specific situations such as: a. Argument with parents b. Fight with girl/boy friend. c. Impatience to get to a big game. 4.2 Instructor will lead discussion on how best to handle emotional problems.	4.1 Students will list five basic emotions which play a part in driving and give two examples of how each emotion affects the driving task and how best to cope with each specific emotion. 4.2 Student will identify techniques to control emotions affecting driving. PERFORMANCE PROFICIENCY Student will list four emotions which could affect a driver and solutions to minimize them.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT E. You and Other Driver Tasks

CONCEPT: 5.0 Risk Acceptance

PERFORMANCE OBJECTIVE: The student will be able to indicate awareness of the risks involved in driving, their causes and solutions.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "Driving Like A Pro" Pre/Post Self Assessment STUDENT MATERIAL Pre/Post Self Assessment	5.1 The instructor will pose question: "How much of a risk are you willing to take?" a. Students will define risk (orally with the answer being placed before the class on a blackboard, overhead projector, etc.) b. With the help of the instructor, the students will identify risks which confront the driver. c. The instructor will guide the students in analyzing the reasons why drivers take risks. d. Instructor will guide the students in formulating solutions to risk acceptance. e. Instructor will aid students in discussing the various types of risks different age groups are likely to take.	5.1 Students will identify five types of risks they accept in driving. Students will state two possible causes for each of the above-named risks. Students will describe one type of action necessary to eliminate each of the above-named risks.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	5.2 Instructor will guide students in identifying problems which other drivers can cause. Instructor will help students analyze the reasons why other drivers take risks. Instructor will aid students in formulating solutions to the risks other drivers present.	5.2 Students will be able to identify five risks caused by other drivers. Student will be able to state two possible causes for each of the above-named risks taken. Students will be able to formulate one type of action necessary to eliminate each of the above-named risks. PERFORMANCE PROFICIENCY Student will compare the five risks he would accept in driving and five risks he would not accept. Student will complete Self Assessment "Driving Like A Pro."

"DRIVING LIKE A PRO"

Pre/Post Self Assessment

____ Pre Assessment

____ Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use with the film "Driving Like A Pro" from the film series To Get From Here to There.

Student: _____

---

1. The proper night speed should be determined by:

   ____a. The posted speed limit.
   ____b. Other traffic.
   ____c. The distance your headlights reveal.
   ____d. All of the above.

2. The correct arrangement of decision-making functions is illustrated in which of the following?

   ____a. Prediction, decision, execution and identification.
   ____b. Identification, decision, prediction and execution.
   ____c. Decision, prediction, identification and execution.
   ____d. None of the above.

3. An experienced driver will determine his driving speed by:

   ____a. Surface of the road.
   ____b. Weather conditions.
   ____c. Conditions of the vehicle.
   ____d. All the above.

4. Drivers should always be conscious of the fact that pedestrians are

   ____a. unpredictable.
   ____b. always in the right.
   ____c. often neglectful of traffic.
   ____d. all the above.

5. Most collisions involve faulty

   ____a. drivers.
   ____b. brakes.
   ____c. steering control.
   ____d. roadways.

6. The posted speed limit means:

____a. The fastest speed a driver is allowed to travel under all driving conditions.
____b. The fastest speed a driver is allowed to travel under ideal conditions.
____c. The fastest speed a driver is allowed to travel at night.
____d. All the above.

7. Which of the following is a characteristic of defensive driving?

____a. Proper speed
____b. Provide cushion
____c. Create escape route
____d. All the above

8. A skilled driver uses his eyes in which of the following ways?

____a. Focuses attention directly ahead of the car.
____b. Focuses attention directly on the car ahead of him.
____c. Continually looks from side to side as well as straight ahead.
____d. All the above.

UNIT E. You and Other Driver Tasks

CONCEPT: 6.0 Alcohol

PERFORMANCE OBJECTIVE: The student will be able to list the physical, psychological, sociological, statistical and legal aspects of the use of alcoholic beverages and link them to the driving task in terms of problems, dangers and solutions.

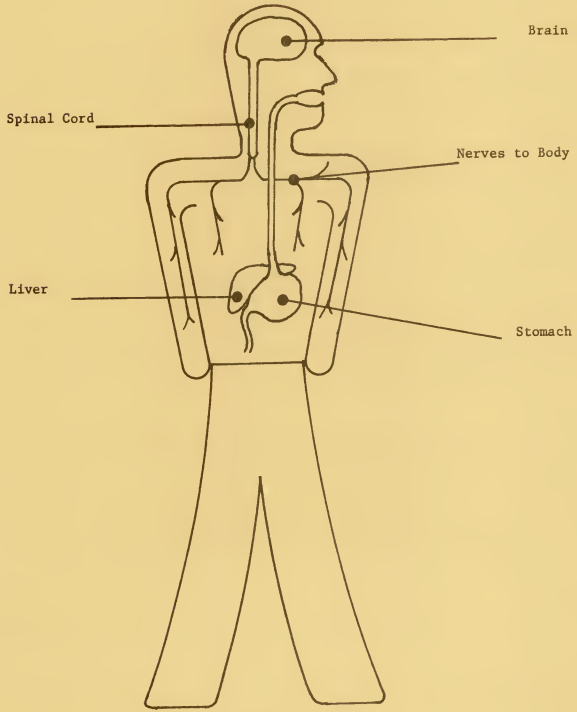
INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Films: "Drugs, Drinking & Driving" "Drinking & Driving" Montana State Film Library Filmstrips: "Junkyard" "The Decision is Yours" Traffic and Safety Ed. Supervisor Office of the Superintendent of Public Instruction Helena, Montana 59601 "A New Look At The Old Sauce" Texas Comm. on Alcohol Bill Strokes Associates Dallas, Texas 75219 ($12.95) "Alcohol Fun or Folly" Tane Press 2414 Oak Lawn Dallas, Texas 75219 "Alcohol" D. C. Heath Co. Lexington, Mass.	6.1 Instructor will aid discussion on how alcohol affects the various areas of the body and the question of whether the effect is the same on all people. Instructor, with the aid of charts, diagrams, slides, or other visual means, will trace the path of alcohol through the body from ingestion to elimination.	6.1 Students will list four distinct effects alcohol has on the human body. Student will list two organs of the body on which alcohol has a distinct effect and state what the effect is. Learning Guide #50
	6.2 Instructor will guide students in formulating a list of the psychological effects which become apparent as a result of the use of alcohol, i.e., a change in personality.	6.2 Students will list two psychological effects the use of alcohol has on people and how these relate to the driving task.
	6.3 Instructor will guide students in: a. Formulating a list of social pressures which lead to alcohol consumption, such as peer group acceptance, parental example.	6.3 Students will list four sociological reasons for the uses of alcohol.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
INSTRUCTOR MATERIAL "Detour Alcoholism Ahead" Kemper Ins. Co. Curriculum Framework for Driver Educators National Audio Visual Center General Services Administration Washington, D. C. 20408 $10.00 STUDENT MATERIAL Individualized Learning Guides #50, #51 "Drinking Driving & Drugs" H. K. Simon, Co. Box 236 Hastings On The Hudson New York, 10706 "Curing the Alcoholic Driver" Allstate Allstate Plaza Northbrook, Illinois 60062 "Under The Influence" Aetna Life and Casualty Co. 151 Farmington Avenue Hartford, Conn. 06115 "In Montana Half of All Auto Deaths Involved A Drinking Driver" Montana Highway Safety Office Mr. Albert Goke, Administrator Helena, Montana 59601	b. Arriving at ways to make drinking and driving less of a problem, such as calling a cab rather than driving.	Students will list four ways he can use alcoholic beverages and not be a driving problem.
	6.4 The instructor will use statistical charts (state police, insurance companies, Department of Motor Vehicles, etc.) to impress upon students the actual numerical and percentage figures that relate to accidents caused by drinking drivers.	6.4 Students will be able to give accurate statistics on the probability of drinking drivers being involved in accidents.
	6.5 The instructor will define the conditions under which a driver would be arrested for driving while intoxicated and the penalty. a. Alcohol content in blood (legal definition in Montana and neighboring states). b. Tests used. c. Implied consent law.	6.5 The students will be able to write the legal definition for driving while intoxicated, explain how tests for this are administered, and list three possible legal penalties for this offense. PERFORMANCE PROFICIENCY Student will present the advantages and limitations of implied consent. Student will present a proposal reflecting his personal views concerning the legal aspects of drinking while driving. Student will complete Individualized Learning Guides #50, #51

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
STUDENT MATERIAL (con't) "The Way To Go" Kemper Insurance Company "Success If You Don't Drink" Preferred Risk Mutual 111 Ashworth Road West DeMoines, Iowa 50265		

INDIVIDUALIZED LEARNING GUIDE #50

Areas Affected by Alcoholic Drink



INDIVIDUALIZED LEARNING GUIDE #51

How Much Do You Know About Alcohol?

1. For young people, the most immediate danger in drinking is intoxication.

   ____True
   ____False

2. A respectable family background, good education and success in business will keep a drinker from becoming an alcoholic.

   ____True
   ____False

3. Over a period of time it is possible to develop a tolerance to alcohol and be less affected by it.

   ____True
   ____False

4. Some people are better drivers after a couple of drinks because then they purposely drive more carefully.

   ____True
   ____False

5. Alcohol increases sharpness of vision and quickness of reaction.

   ____True
   ____False

6. Scientists can predict which individuals in a group of beginning drinkers will become alcoholics.

   ____True
   ____False

7. Drinking coffee or eating food is an effective way of sobering up before driving.

   ____True
   ____False

8. Alcoholics are more of a traffic menace than are social drinkers.

   ____True
   ____False

9. Two or three drinks can reduce your efficiency and coordination in operating a machine.

   ____True
   ____False

10. Waiting three hours after drinking two highballs will lower the alcohol content in your blood to a safe level for driving.

____True
____False

11. If you drink alcohol, it will irritate and inflame the brain.

____True
____False

12. The chemical action of alcohol on your nervous system is the same as the action of ether or other anesthetics.

____True
____False

13. Loss of judgment and the ability of self-criticism may occur in an individual before obvious symptoms of intoxication appear.

____True
____False

14. Alcohol is a stimulant.

____True
____False

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT E. You and Other Driver Tasks

CONCEPT: 7.0 Drugs

PERFORMANCE OBJECTIVE: The student will be able to classify various types of drugs, state the affect they have on the body, explain the dangers of driving while under their influence.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Films: "Darkness, Darkness" "Glass House" "LSD-or Trap" "SCAG" "Acid" "Ups & Downs" "Up Pill, Down Pill" "Keep Off The Grass" "Herion" Montana State Film Library Filmstrip: "Junkyard" Traffic and Safety Education Supervisor Office of the Superintendent of Public Instruction Helena, Montana 59601	7.1 The instructor will discuss how drugs affect the various areas of the body and the question of whether the effect is the same on all people. With the aid of charts, diagrams, slides, or other visual means, the instructor will trace the path of drugs through the body.	7.1 Student will list four different effects drugs may have on the human body. Student will name the system of the human body which is most often affected by the use of drugs.
	7.2 Instructor will aid the class in listing the various classifications of drugs such as amphetamines, barbiturates, narcotics, etc. and the effect each classification has on the human body.	7.2 Student will list three classifications of drugs and three specific drugs within each classification.
	7.3 Instructor will aid the class in listing the various drugs within each classification.	7.3 Student will list five different drugs and the emotional trauma produced by each drug.
	7.4 Instructor will guide students in formulation of a list of reasons for illegal drug use, such as inability to cope with reality, peer group pressure, etc.	7.4 Student will name five social pressures which may be related to drug abuse.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
INSTRUCTOR MATERIAL "Answer To The Most Frequently Asked Questions About Drug Abuse" National Clearinghouse For Drug Abuse Information P. O. Box 1701 Washington, D. C. 20013 STUDENT MATERIAL Individualized Learning Guide #52 "Drug Abuse" Pamphlet American Association of Sheriffs Posses and Riding Clubs Box 2895 Dallas, Texas 75221 "LSD-The Up & Down Drug" Pamphlet "Marihuana" U. S. Health Department 330 Independence Ave. S. W. Washington, D. C. 20003 "Drug Abuse:The Chemical Cop-Out" Montana Physicians Service Box 1627 Helena, Montana 59601 "Drug Taking In Youth" U. S. Government Printing Office	7.5 Instructor will lead discussion on possible side effects of the use of "over the counter" drugs (cold tablets, etc.) and prescription drugs and how they affect the body and in turn the driving task. 7.6 Instructor will guide students in a discussion of the legal implications of drug use as it relates to driving competency.	7.5 Student will name seven drugs which are available without a prescription at any local drug store and how any three of these will affect the driving task. 7.6 Student will be able to list five alternative approaches which would decrease the possibility of becoming involved with drugs. PERFORMANCE PROFICIENCY Student will present his own personal views concerning the position to be taken on drugs and driving. Student will complete Individualized Learning Guide #52

INDIVIDUALIZED LEARNING GUIDE #52

How Much Do You Know About Drugs?

1. A respectable family background, good education and success in business will keep a person from becoming a drug addict.

   ____True
   ____False

2. Drugs, if properly administered by the user, can lead to better efficiency mentally and physically (for example: in sports, education, business, driving, etc.).

   ____True
   ____False

3. The off-spring of people who use LSD tend to have a higher rate of birth defects.

   ____True
   ____False

4. No direct link between marijuana use and the use of more potent drugs has been proven.

   ____True
   ____False

5. Man has used, and abused, innumerable drugs throughout the ages.

   ____True
   ____False

6. When drugs are abused, they can cause illness and shorten life.

   ____True
   ____False

7. Research has shown that many different kinds of medicines can affect the way we handle the driving task.

   ____True
   ____False

8. Many drug users are heedless of the possible emotional and social consequences as well as the potential dangers of misusing drugs.

   ____True
   ____False

9. It is estimated that one out of three youthful drug experimentors continue regular drug use.

   ____True
   ____False

10. It is not the drugs but the psychological make-up of the individual user that is believed to be the most significant cause of drug dependence.

___True
___False

11. Knowing that possession of some drugs is illegal seldom is an effective deterrent once dependence has taken hold.

___True
___False

12. What are some of the beneficial uses of drugs in industry, medicine and social relationships?

_____

_____

_____

What are some of the changes?

_____

_____

_____

13. Experimentation with marijuana does introduce young people to illicit drugs and the drug world in general.

___True
___False

14. Drug users are "accident prone" while under the influence of drugs.

___True
___False

15. The hallucinogens may alter the sensations of sight, sound, smell and touch for several hours.

___True
___False

16. "Flashbacks" or the return of symptoms associated with LSD use may occur weeks or months later without further use of the drug.

___True
___False

17. For assistance in finding a suitable rehabilitation program, it is advisable to start as close to home as possible.

___True
___False

18. Can use of drugs lead to an attempt to do things beyond your ability while driving?

____True
____False

19. When barbiturates and alcohol are used together, the depressant effect may be much greater than if used singularly.

____True
____False

UNIT F: Crash Reduction Tasks

UNIT OBJECTIVE: The student will identify and determine the use of protective devices, packaging of occupants and improving vehicle and highway design. Student will be prepared to assume legal and financial responsibility if they are involved in a collision.

Pre/Post Self Assessment

1.0 Highway Collisions
2.0 Minimizing Impact Forces
3.0 Vehicle Inspection and Maintenance
4.0 Collision Scene
5.0 Financial Responsibility
6.0 Ownership and Selection Responsibility

Film Series: To Get From Here to There

"A Look at the Equipment"

UNIT F: Crash Reduction Tasks

Pre/Post Self Assessment ____ Pre Assessment

____ Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use at the beginning and/or end of this learning unit.

Student: _____

1. List four types of automobile insurance coverage and explain how each affects the insured.

2. Is a person carrying automobile insurance automatically covered against the monetary amount in case he loses a judgment arising from an accident in which his vehicle is involved?

_____

3. Which of the following statements is/are true concerning the financial responsibility law?

____a. Any motorist involved in a traffic accident must prove his ability to pay damage claims which may be made against him.
____b. The financial responsibility law applies whether the motorist involved is at fault or not.
____c. An accident must occur before the driver has to prove his ability to pay possible damage claims.
____d. All the above are applicable.

4. The use of door locks on cars:

____a. Is of little use in traffic accidents.
____b. Gives an added safety feature in case of accidents.
____c. Gives very limited protection in case the car rolls but much protection in head-on crashes.
____d. Is primarily a protection device against break-ins.

5. Bodily injury may be reduced by incorporating which of the following?

____a. Collapsible steering wheels.
____b. Shatterproof windshields.
____c. Padded dashboards and sun visors.
____d. Seat belts and shoulder harnesses.
____e. All the above.

6. "Second collisions" can be greatly reduced by the use of

____a. head rests.
____b. shatterproof windshields.
____c. seat belts and shoulder harnesses.
____d. collapsible steering wheels.

7. List three major vehicle safety maintenance areas that a person should periodically check on his vehicle.

_____

_____

8. List three emergency safety items a person should carry in his vehicle concerning safety equipment.

_____

_____

9. Discuss the importance of periodic safety inspection of vehicles.

10. What is a danger involved when traveling long distances on expressways with little passing traffic?

11. Front seat occupants of cars with rear engines are at a disadvantage if involved in head-on collisions. Why is this?

12. A person is (morally/legally) responsible for giving aid to victims of collisions.

_____

13. List six steps you would take if you were the first car at the scene of an accident.

_____

_____

_____

_____

_____

14. Should you report all vehicle accidents--even the minor ones? Why?

15. What steps are necessary should you strike an unattended vehicle?

16. Why is it necessary to draw a sketch at the scene of an accident?

17. Where would you secure an accident report form and where do you send it once it is filled out?

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT F. Crash Reduction Tasks

CONCEPT: 1.0 Highway Collisions

PERFORMANCE OBJECTIVE: The student will identify types of collisions, contributing factors, and ways to minimize them.

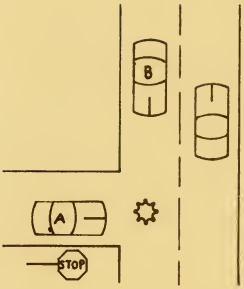
INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "In The Crash" #7400 Montana State Film Library "Perception of Driving Hazards" Shell Oil Company Public Relations Manager P. O. Box 2463 Houston, Texas 77001 (Free) INSTRUCTOR MATERIAL "Accident Facts" National Safety Council 425 N. Michigan Avenue Chicago, Illinois 60611 Montana Highway Patrol Bureau's Annual Report	1.1 Instructor will discuss conditions which might cause collisions in the following areas: a. Night driving: glare, over-driving headlights, poor peripheral vision. b. Pedestrians: unpredictability, carelessness. c. Weather: slick, wet roads; fog, curves, sun glare. d. Expressways: hypnosis, speed, lane changing. e. Rural driving: side roads, blind curves, animals, farm machinery. f. Two-wheeled vehicles: difficult to see, instability, quick change of position. 1.2 Group discussion of safety features which help to minimize collisions in different types of conditions.	1.1 Student will analyze the factors which might cause collisions under the following conditions or circumstances: a. Night driving b. Pedestrians c. Weather--different types d. Expressways e. Rural driving f. Two-wheeled vehicles 1.2 Student will evaluate devices utilized in minimizing highway conflicts.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
STUDENT MATERIAL Pre/Post Self Assessment "Selecting Automobile Safety Restraints For Small Children" Public Health Service Cincinnati, Ohio 45202 Individualized Learning Guide #53	a. Wide mirrors b. Large windows c. Disk brakes d. Signal and warning lights e. Windshield wipers f. Wide-narrow tires g. Sun visors h. Horn i. Headlights	a. Glare b. Slick roads c. Blind curves d. Night driving e. Fog f. Color of car g. Size of car
	1.3 Discuss collisions for different types of vehicles. a. Compact cars b. Sport cars c. Large, high-performance vehicles d. Campers e. Motorcycles f. Rear-engine vehicles g. Front-engine vehicles	1.3 Student will compare the frequency of collisions for varied types of vehicles on the highway.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	1.4 Describe possible effects on certain vehicles entering different environmental conditions. a. Sport cars b. Small vehicles c. Rear-engine vehicles d. Large vehicles e. Campers f. Motorcycles g. Front-engine vehicles	1.4 Student will compare various environmental conditions (wind, rain, snow, glare) which might affect different types of motor vehicles.
	1.5 Identify the "Uniform Vehicle Code" with emphasis: a. Updating traffic laws to meet conditions. b. Allowing standardization for more adequate knowledge of traffic laws.	1.5 Student will analyze the value of having a "Uniform Vehicle Code" for minimizing collisions.
	1.6 Indicate different hazards found in city, rural and expressway driving: a. Volume of vehicles b. Pedestrians and animal life c. Width of road d. Amount of blind spots	1.6 Student will compare the differences in driving on rural, expressway and city roads and list common hazards.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	e. Passing areas f. Two-wheeled vehicles g. Powered and non-powered vehicles h. Slow moving vehicles	PERFORMANCE PROFICIENCY Student will list five possible hazardous effects which might occur: a. While traveling at night on rural roads or in city traffic. b. Because of wind (on different sizes and types of vehicles--both two and four wheel.) Student will list five of the types of safety devices needed for the following conditions: a. Glare b. Blind curves c. Fog d. Night driving e. Slick roads Student will write a paper on how collision statistics might affect

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		your selection of the following vehicles: a. Front-engine cars b. Rear-engine cars c. Compact cars d. Large, high-performance cars Student will summarize the purpose of the "Uniform Vehicle Code" and explain how it might help to prevent collisions. Student will list driving strategy that must be modified when going from rural to urban to expressway and give solutions for minimizing such conflicts. Student will complete Individualized Learning Guide #53

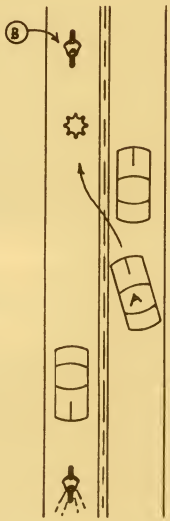


Collision resulted as driver A, coming from side road, did not make a complete stop and hit driver B.

What factors contributed to the collision?

Who was probably at fault?

How could collision have been avoided?

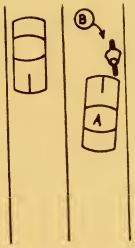


Collision resulted as passing driver A struck motorcycle driver B.

What factors contributed to the collision?

Who was probably at fault?

How could collision have been avoided?

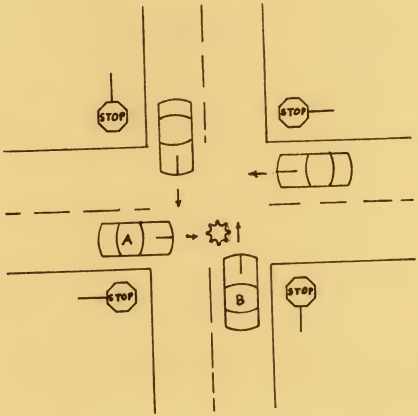


Driver A is moving at 25 mph in a residential area and hits child (B) on bicycle.

What factors contributed to the collision?

Who was probably at fault?

How could collision have been avoided?

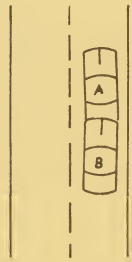


Driver A hits driver B.

What factors contributed to the collision?

Who was probably at fault?

How could collision have been avoided?

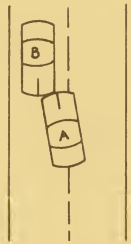


Night driving. Driver A has no tail lights and driver B hits him from the rear.

What factors contributed to the collision?

Who was probably at fault?

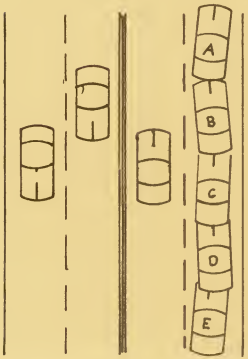
How could collision have been avoided?



Night driving. Driver A is drowsy and crosses the center line. Result is a head-on collision.

How could this accident have been avoided by drivers A and B?

What defensive action could driver B have used?



Expressway (divided). The engine of car A stops. Drivers B, C, D, and E are involved in a series of rear-end collisions.

What factors contributed to the collision?

Who was probably at fault?

How could collision have been avoided?

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT F. Crash Reduction Tasks

CONCEPT: 2.0 Minimizing Impact Forces

PERFORMANCE OBJECTIVE: The student will determine the various factors involved in minimizing impact forces.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Films: "Whiplash" Aims Instructional Media Services, Inc. P. O. Box 1010 Hollywood, California 90028 "UFO-Unrestrained Flying Object" Montana State Film Library INSTRUCTOR MATERIAL "Injury Control" Pamphlet Insurance Institute for Highway Safety Watergate 600 Washington, D. C. 20037 "Instructors Guide-Seat Belts" U. S. Gov't Printing Office #5003-0070 15¢ each	2.1 Group discussion regarding vehicle safety equipment. a. Collapsible bumpers b. Collapsible steering wheels c. Door locks d. Recessed handles and knobs e. Padded dashboards and sun visors f. Shatterproof windshields g. Inflatable impact bags h. Seatbelts and shoulder restraints i. Head restraints j. Power steering and power brakes 2.2 Analysis of the following situations, with emphasis on safety features, and how each feature may reduce impact forces.	2.1 Student will identify the purpose of specific safety features of vehicles. 2.2 Student will define how use of vehicle safety equipment can minimize impact forces.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PROGRAMMING	STUDENT PERFORMANCE
	a. Front-end collision, high and low speed b. Rear-end collision c. Car rolling over d. Skid and resulting impact	
	2.3 Presentation by means of charts and graphs, the speed/distance ratio that is involved each time a vehicle is braked to a stop.	2.3 The student will predict the effect that various speeds and distances would have on impact forces against both solid and movable objects. PERFORMANCE PROFICIENCY Student will write, in essay form, a description of various safety features on a vehicle and how each feature minimizes impact forces. Student will write a description of safety features needed or to be improved in vehicles.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT F. Crash Reduction Tasks

CONCEPT: 3.0 Vehicle Inspection and Maintenance

PERFORMANCE OBJECTIVE: The student will define and evaluate the components of vehicle inspection and vehicle maintenance and its impact on crash reduction.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
INSTRUCTOR MATERIAL "How To Buy A Used Car" Bumpa Tel, Inc $2.75 STUDENT MATERIAL Pre/Post Self Assessment Individualized Learning Guides #55, #56 "Facts About Car Care" Firestone Tire and Rubber Co. 1200 Firestone Parkway Akron, Ohio 44317 (Free)	3.1 Instructor discussion of the vehicle parts to be included in a safety check. Class Project: Have students check family car and report to class on their findings. Compile on board and discuss the results. 3.2 Instructor discussion of warning signs that can indicate mechanical problems. 3.3 Group discussion concerning the need for state/city sponsored vehicle inspection. Discussion Questions a. Could required safety inspections save lives of passengers and pedestrians? b. Who would pay for the inspections? c. Who could perform the inspections?	3.1 Student will list the items to be included in a safety check of a vehicle. Learning Guide #55 3.2 Student will identify warning signs that indicate possible vehicle problems. Learning Guide #56 3.3 Student will determine the need for state/city sponsored vehicle inspection.

INSTRUCTIONAL MECHANISM	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	d. Should vehicle inspection be necessary before cars can be licensed?	
	3.4 Group discussion of a vehicle maintenance schedule and the items to be included.	3.4 Student will formulate a program of vehicle maintenance for the family.
		PERFORMANCE PROFICIENCY
		Student will compile a safety check list and tell why each item is important.
		Student will identify ten warning signs and the problems which may be involved.
		Student will complete Individualized Learning Guides #55, #56

INDIVIDUALIZED LEARNING GUIDE #55

Safety Check

TIRES

Pressure, cuts, bruises, smoothness.

STEERING

Pull to right or left, excessive play in wheel.

WINDSHIELD

Keep clean (glare at night if dirty), tinted, clear of stickers, cracks.

BRAKES

Should not be closer than one inch from floor when depressed. Brakes that grab cause car to swerve.

HEADLIGHTS AND FRONT SIGNALS

Keep clean, check bulbs, check lenses, have lamps adjusted periodically.

WINDSHIELD WIPERS

Operate smoothly, no jerks. Replace when they fail to wipe clean.

TAILLIGHTS, STOPLIGHTS AND REAR TURN SIGNALS

Keep all these lights clean and operating.

HORN

Understand usage of horn--to be used in emergency situations only.

EXHAUST SYSTEM

Look for rusted-out places or holes. A defective system may allow deadly carbon monoxide to leak into car.

MIRRORS

Adjust before starting. Use to check traffic, lane changes, passing.

BODY CONDITION

Dents, door(s) does not open, parts of car missing, glass missing.

INDIVIDUALIZED LEARNING GUIDE #56

Symptoms of Mechanical Problems	Possible Problem
1. Shimmy in steering wheel.	
2. Excessive play in steering wheel.	
3. Tires worn on one side, middle, in spots.	
4. Whirring sound when starter is turned "on."	
5. Stuck turn indicator.	
6. Smell of exhaust.	
7. Smell of gas.	
8. Rubbing sound when wheel turns.	
9. Grating sound when brakes are applied.	

10. Excessive bounce of car.

11. Backfire.

12. Blue smoke--black smoke.

13. Car jerks when clutch is let out.

14. Tapping sound in engine, speeds up as engine speeds up.

15. Wet spot under car.

UNIT F. Crash Reduction Tasks

CONCEPT: 4.0 Collision Scene

PERFORMANCE OBJECTIVE: The student will identify the procedures to follow at the scene of a collision.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
INSTRUCTOR MATERIAL Montana Accident Report Forms STUDENT MATERIAL Individualized Learning Guides #57, #58, #59, #60	4.1 The instructor will discuss accident procedures with emphasis on: a. Stopping 1. When, where, and how to stop b. Notify law enforcement authorities 1. Police, highway patrol or sheriff c. Marking and controlling the scene 1. How to mark and control the scene d. Assisting the injured 1. What action to take regaring the injured e. Exchanging information	4.1 Student will identify the steps to be taken at the scene of an accident. Learning Guides #57 through #60

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	1. What not to admit, witnesses, pertinent information. f. Sketching the accident 1. Names of streets, control devices, conditions. g. Accident reporting 1. Where to obtain form and where form should be sent. Using traffic education vehicle, the instructor will set up a simulated collision in a controlled area (football field, parking lot, side road) and have students evaluate the conditions.	
	4.2 Group discussion placing emphasis on what procedures to take at scene of a collision. Cover "Good Samaritan Law." a. Stop immediately b. Send for authorities (if accident is serious enough to warrant such action) c. Control collision scene d. Help injured	4.2 Given the details of a simulated collision, the student will state the procedures to follow at the scene of collision.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	e. Send for doctor--ambulance if necessary f. Do not attempt first aid unless qualified	
	4.3 Discuss with students the information they should leave at the scene should they strike an unattended vehicle. a. Report accident to authorities if estimated damage exceeds $250. b. Leave identification on car if authorities cannot be located. c. Get license number. d. Notify your insurance company to avoid "Hit and Run" charges or leaving the scene of an accident. e. Obtain names and addresses of witnesses. f. List details of accident.	4.3 Student will formulate a note listing the information that would be left at the scene of an unattended vehicle accident. Learning Guide #59 PERFORMANCE PROFICIENCY Given the details of a simulated accident, student will demonstrate the procedures to take at the scene of an accident and the completion of accident forms. Student will complete Individualized Learning Guides #57 through #60

INDIVIDUALIZED LEARNING GUIDE #57

Collision Scene
(Arriving first on scene of an accident)

WHAT TO DO

1. Stop immediately.
2. Set up area control--warn on-coming traffic.
3. Help the injured.
4. Send for doctor and ambulance if needed.
5. Notify law enforcement agency (police, highway patrol, sheriff).
6. Write complete notes about crash.
7. Leave your name and address.

DO NOT

1. Argue.
2. Accuse anyone.

What is the intent of Montana's "Good Samaritan Law?"

INDIVIDUALIZED LEARNING GUIDE #58

Collision Involvement
(Post collision procedures)

WHAT TO DO

1. Send for authorities (police, highway patrol, sheriff).
2. Get name(s) of driver(s) of vehicles involved in accident--also addresses.
3. Get names of occupants in vehicles involved.
4. Get names of witnesses.
5. Get details: road conditions, traffic control devices, stop signs, lights, etc.
6. Draw a sketch of accident (what happened).
7. Do not argue or accuse anyone or admit anything--sign no papers.
8. Notify your insurance company (fill out accident report).

INDIVIDUALIZED LEARNING GUIDE #59

Striking an Unattended Vehicle

INFORMATION TO LEAVE AT SCENE

1. Leave a note with

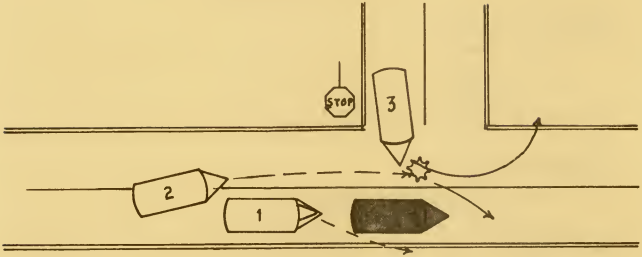
   a. Your full name
   b. Your address
   c. Your telephone number

INFORMATION TO GET AT SCENE

1. License number of vehicle you struck.
2. Description of car: year, make, model, color.
3. Note vehicle damage and area you struck.
4. Obtain the name and address of anyone who may have seen the accident (witness).
5. Report the accident to the proper authorities (police, sheriff, highway patrol).
6. Notify your insurance company.

INDIVIDUALIZED LEARNING GUIDE #60

Drawing a Sketch of an Accident



1. Show names of highways.
2. Points of compass (N,S,E,W).
3. Show direction of vehicles involved.
4. Designate your car ■
   Other vehicle □
   If more than one, number them.

Road Character	Road Surface
___Straight road	___Dry
___Curve	___Wet
___Level	___Muddy
___On grade	___Snowy
___Hill crest	___Ice
Road Defects	**Traffic Control**
___Defective shoulders	___Stop sign
___Holes, deep ruts, bumps	___Stop-and-go signal
___Loose material on surface	___Other (specify)_____
___Other (specify)_____	_____
_____	___No traffic control
___No defects	
Light	**Weather**
___Daylight	___Clear
___Dusk	___Raining
___Dawn	___Snowing
___Darkness--streets lighted	___Fog
___Darkness--streets not lit	___Other (specify)_____
	_____

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT F. Crash Reduction Tasks

CONCEPT: 5.0 Financial Responsibility

PERFORMANCE OBJECTIVE: The student will identify and evaluate the various aspects of financial responsibility.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "No Fault Auto Insurance" Tribune Films 38 West - 32nd Street New York, N. Y. 10001 (Free Loan) Filmstrip: "Automobile Insurance" Insurance Information Institute Educational Division 110 William Street New York, N. Y. 10038 $5.00 Local Resource Speaker INSTRUCTOR MATERIAL Montana Drivers Manual "Every Ten Minutes" Pamphlet Insurance Institute for Highway Safety Watergate 600 Washington, D. C. 20037	5.1 The instructor will inform students that insurance is basically a contractual protection against legal and other consequences arising from automobile accidents, stressing these areas: a. Lawsuits and judgments b. Medical bills c. Financial responsibility 5.2 The instructor will, through class discussion, distinguish each type of insurance coverage, explaining how insurance covers only a stated amount. a. Property damage b. Bodily injury c. Collision d. Comprehensive e. Medical f. Uninsured motorist	5.1 The student will define "insurance" and evaluate its implications to the policy holder. 5.2 Student will list the various types of insurance coverage and explain how each affects the insured.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
STUDENT MATERIAL "The Travelers Book of Street, Highway, and Interstate Accident Facts" This pamphlet may be obtained free from: Personnel-Administration Dept. Travelers Insurance Companies P. O. Box 2649 Great Falls, Montana 59403	g. No-fault insurance Discussion Questions a. Which is the most important coverage? b. How are liability and negligence interrelated? c. Should insurance be mandatory? d. How would a judgment larger than the stated amount of insurance most affect the future of the insured? e. How do insurance coverages vary among the members of the traffic education class? f. How does no-fault insurance compare with Uninsured Motorist Insurance? g. What are some advantages and disadvantages of no-fault insurance?	
	5.3 The instructor will point out different categories into which policy holders fall and how these categories affect premium rates. a. Age b. Sex	5.3 Student will identify factors affecting insurance costs and the implications of various rating practices.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	c. Driving record d. Traffic education e. Geographical location f. Current claims paid out by insurance company	
	5.4 Group discussion on owner's responsibility regarding unlicensed or unauthorized persons using his car and his responsibility if the car is involved in an accident.	5.4 Student evaluation of owner's responsibility when his vehicle is driven by an unlicensed or unauthorized person and is involved in an accident. PERFORMANCE PROFICIENCY Student will list the types of insurance coverage he would place on his own vehicle and the rationale for such decisions. Student will evaluate the advantages and limitations of no-fault insurance.

UNIT F. Crash Reduction Tasks

CONCEPT: 6.0 Ownership and Selection Responsibility

PERFORMANCE OBJECTIVE: The student will evaluate how vehicle style, operation and model directly influence the saleability of the vehicle.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "How To Buy A Used Car" Chevrolet Division General Motor Building Detroit, Michigan 48202 Local Resource Speaker	6.1 The instructor, in class discussion, will point out how driver performance may be affected with regard to: a. Vehicle model b. Size c. Color d. Style e. Engine performance f. Two-wheel versus four-wheel drive	6.1 Student will compare the driving performance of drivers with the type of vehicle selected.
	6.2 The instructor, in class discussion, will explain the financial responsibility involved in buying a vehicle with emphasis on: a. Purchasing a vehicle beyond one's financial means. b. Selecting the type of vehicle that "fits the budget."	6.2 Student will determine the financial responsibility involved in purchasing a car.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	c. Borrowing money to pay for a car, leasing a car, paying cash for a car.	
	6.3 The instructor will provide students with information on vehicle registration and titles.	6.3 Student will define the needs for vehicle title and registration forms.
	a. What is the purpose of a vehicle title and a vehicle registration form?	
	b. What are the differences between the two forms?	
	c. Where should the title and registration forms be kept and why?	
	d. Explain how each could be valuable.	
	6.4 Discuss how the automobile industry influences the owner's choice of cars.	6.4 Student will appraise the influence of the automobile industry on the type of car sold.
	a. Who determines the design of cars?	
	b. How does demand influence the automobile industry?	
	c. How important are options (color, engine size, tires, air conditioning, transmission, power options, interior)?	

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY Student will list the effects of vehicle features upon an individual's selection and performance. Student will explain, in writing, the need for titles and vehicle registration. Student will list the financial aspects of buying a car and explain their importance.

UNIT G: Improving Driving Condition Tasks

UNIT OBJECTIVE: The student will be capable of identifying his role and assuming responsibilities as they relate to law enforcement, licensing, engineering and other forces that influence the highway transportation system.

Pre/Post Self Assessment

1.0 Traffic Engineering
2.0 Traffic Law and Enforcement
3.0 Vehicle Engineering
4.0 Driver Licensing

Film Series: To Get From Here to There

"The World Outside"
"Jungle on Wheels"
"Where Do We Go From Here"
"A Look at the Equipment"

UNIT G: Improving Driving Condition Tasks

Pre/Post Self Assessment ____ Pre Assessment

____ Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use at the beginning and/or end of this learning unit.

Student: _____

1. Which of the following are included in Montana's driver's license examination:

____a. Knowledge of traffic laws.
____b. Driving skill.
____c. Reaction time.
____d. Vision.

2. If you are involved in an accident, what is your first obligation?

____a. Get the names of witnesses.
____b. Call the police.
____c. Stand by and give help where needed.
____d. Present name and address of insurance company.

3. If you witness an accident, you should:

____a. Call the police.
____b. Continue on and don't get involved.
____c. Give your name and address as a witness.
____d. Help settle the argument.

4. Who makes traffic laws?

____a. City government
____b. State government
____c. Federal government
____d. Highway patrol

5. Construction of interstate highways is paid for with _____percent federal funds and _____percent state funds.

6. List five major problems which the traffic engineer may encounter when designing a new highway.

_____

_____

_____

_____

7. List the three types of parking and explain the advantages and disadvantages of each.

_____

_____

_____

_____

_____

_____

_____

_____

8. Explain the importance of national standardization of traffic signs, signals and markings.

9. Which of the following is necessary to maintain your driving priviledge?

____a. Responsible driving
____b. Parallel parking
____c. Steering
____d. Speed control

10. If a drivers visual accuity is 20/40 or above, what type of driver's license will he have?

____a. Restricted
____b. Conditional
____c. Suspended
____d. Probational

11. What is the minimum age you can get a driver's license?

____a. 14 years
____b. 15 years
____c. 16 years
____d. 17 years

12. Who issues driver's licenses in Montana?

____a. Sheriff
____b. City Police
____c. State police
____d. Highway patrol

13. Which of the following vehicles require a chauffer's license?

____a. School bus
____b. Automobile
____c. Motorcycle
____d. All of these

UNIT G. Improving Driving Conditions Tasks

CONCEPT: 1.0 Traffic Engineering

PERFORMANCE OBJECTIVE: The student will define the functions and problems of traffic engineering as related to the driving task.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Films: "The World Outside" "Anatomy of A Road" General Motors Building Detroit, Michigan 48202 Filmstrip: "Highway Engineering" Bumpa-Tel P. O. Box 611 Cape Gireadeau, Mo. 63701 INSTRUCTOR MATERIAL Manual on Uniform Traffic Control Devices Traffic Engineering Handbook For information on costs and sources of funds contact: Mr. Harry Anderson and/or Mr. Jack Beckert Director of Highways Helena, Montana 59601 Introduction to Transportation Engineering	1.1 Group discussion devoted to the various costs involved in road construction and the sources of money. a. Average cost per mile of highway 1. Mountainous terrain 2. Flat or rolling terrain 3. Interstate 4. Primary 5. Secondary 6. Urban b. Eminent domain c. Federal aid d. State funds e. Local costs	1.1 Student will determine where the money is obtained to pay for our roads and why the cost is high.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
INSTRUCTOR MATERIAL (con't) Traffic Engineering Above reference material may be obtained by writing: Leon Schneider Traffic Engineer State Capitol Helena, Montana 59601 Local Resource Speaker STUDENT MATERIAL Pre/Post Self Assessment Individualized Learning Guide #61	f. Montana Financial District Law 1.2 Group discussion concerning the responsibilities of a traffic engineer. a. Planning b. Design c. Operations Emphasis on convenience and economy, efficient operation of streets and highways, safe usage of the roadways. a. What other responsibilities would you give the traffic engineer? 1.3 Various types of roadways will be discussed by the group. a. Paved and graveled roads b. Two-way or four-way with median c. Acceleration lanes and deceleration lanes 1. Controlled access 2. Clover leafs 3. Other related topics	1.2 Student will define the responsibilities of the traffic engineer. 1.3 Student will compare the different types of roadways and their effect in terms of traffic flow.

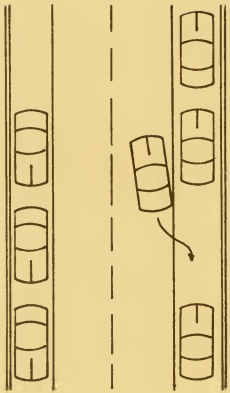
INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	1.4 Class will discuss roadway signs, signals and markings to show how each affects the smooth flow of traffic.	1.4 Student will identify traffic signs, signals and markings and explain how each helps in safe and efficient flow of traffic.
	a. Signalized intersections	Student will discuss why signals are used and the advantages and disadvantages of signal control.
	1. Types of signal controllers	
	2. Caution lights	
	3. Right on red	
	4. Lane control signals (arrows)	
	5. Four face signal	
	6. Progressive signal system	
	b. Signs	Student will briefly discuss the need for traffic signal warrants and how they were derived.
	1. One way	
	2. Reversible lanes	
	c. Pavement markings	Student will be aware of the various signal indication configurations and what they mean.
	1. Lane markers	
	2. Crosswalks	
	3. Shoulder stripe	
	a. White	
	b. Yellow	

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	4. No passing zones	
These questions should be treated very carefully and if possible by a qualified traffic engineer.	5. Delineations	
	Discussion Questions	
	a. Are present traffic control devices needed?	
	b. Are present traffic control devices adequate?	
	c. Are present traffic control devices always located in the best possible places?	
	d. Is there need for traffic control devices to be standardized nationally? Why?	
	Discuss the importance of proper turn signals and adherence to traffic rules by cyclists.	
	Discussion Question	
	a. In what ways are cycles more prone to crash than other vehicles?	
	1.5 Presentation to class on different types of parking and the advantages and disadvantages of each.	1.5 Student will name one advantage and one disadvantage of each type of parking. Learning Guide #61
	a. Angle parking	
	1. Head-in parking	

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	2. Back-in parking	
	b. Parallel parking	Student will discuss why on-street parking is an inefficient use of taxpayers' money.
	c. Straight-in parking	
The instructor should consider discussing the various types of studies conducted by the traffic engineer since almost all decisions made in this field are based upon measurements taken from these studies.	1.6 Group discussion covering the effect an adequate traffic engineering program can have on the reduction of accidents with emphasis on median strip, banked curves, elimination of curves, guard railings and other related topics.	1.6 Student will identify ways in which traffic engineering can aid in accident reduction.
These studies include: 1. Gap (distributions and length) 2. Pedestrian (volume and location) 3. Vehicle (volume and turning movements) 4. Speed zone 5. Crashes (type, location, cause, etc.) 6. School crossing (routes, locations) 7. Sight distance (corner clearance, no passing zone)	Discussion Questions a. What else might traffic engineers do to reduce accidents? b. What effect do traffic signs and signals have on accidents?	
	1.7 Group discussion concerning reasons for not constructing "ideal" roads everywhere.	1.7 Student will list five reasons why all roads are not constructed to the highest design standards.
	Discussion Questions a. If you were the traffic engineer, how would you construct highways differently to make them safer? (Emphasis on available land, available funds, time involved, eminent domain, maintaining natural	

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	beauty, maintaining a natural habitat for fish and wildlife and other related subjects.)	PERFORMANCE PROFICIENCY Given a subjective examination, the student will explain the functions of the traffic engineer. Student will list five basic problems of traffic engineering and two possible solutions for each.

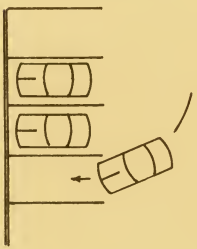
PARALLEL PARKING



Advantage: Can be used on narrow streets and does not create such a hazard to passing vehicles.

Disadvantages: There cannot be as many vehicles parked in the same space as angle parking and it is a more difficult skill to learn.

STRAIGHT-IN PARKING

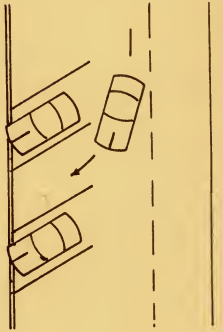


About the same as angle parking but does require more room to drive in and back out. Generally found in parking lots only and not on the streets.

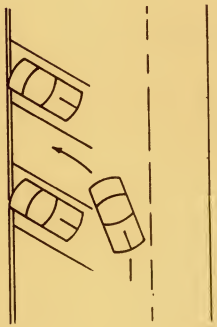
ANGLE PARKING

Advantage: The easier type of parking and requires less space at the roadside than does parallel parking.

Disadvantages: Takes additional space out in the roadway and therefore requires wider streets.



Head-in Parking: Very easy to drive in but a little more difficult to back out than back-in parking.



Back-in Parking: More difficult to park but much easier and safer to get out of the parking space.

UNIT G. Improving Driving Conditions Tasks

CONCEPT: 2.0 Traffic Law and Enforcement

PERFORMANCE OBJECTIVE: The student will identify the function of traffic laws and enforcement.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "Where Do We Go From Here" Pre/Post Self Assessment INSTRUCTOR MATERIAL Local Resource Speaker Uniform Vehicle Code and Model Traffic Ordinance NCUTLO Suite 430 1776 Massachusetts Ave., N. W. Washington, D. C. 20036 Montana Motor Vehicle Code Montana Highway Patrol Bureau Helena, Montana 59601	2.1 Instructor led discussion on laws with emphasis on: a. Is it necessary to have traffic laws? Why? b. What traffic laws are violated the most? c. Why are traffic violations committed? d. What are the benefits to the individual who obeys traffic laws as compared to the individual who violates them? e. List traffic laws that are, in your opinion, outdated. f. What are the potential consequences of traffic violations? 1. Loss of license 2. Fine 3. Jail term	2.1 Student will define traffic laws and their purpose.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	4. Injury or death 5. Record	
Most traffic laws are developed by the National Committee on Uniform Traffic Laws and Ordinances but are adopted by various governmental agencies.	2.2 Group discussion concerning traffic law development. Discussion Questions a. Who adopts federal traffic laws? b. State? c. Local? d. How can you, as an individual, change traffic laws?	2.2 Student will identify the processes by which traffic laws are formulated.
	2.3 Instructor will present problems which illustrate traffic situations where one or more violations have been committed. a. What violation was committed? b. What would you do in the same situation? c. How might a collision be prevented?	2.3 Student will identify and evaluate why such violations occurred.
	2.4 Group discussion on law enforcement in Montana.	2.4 Student will identify the duties, evaluate the training and analyze the powers of enforcement agencies.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	Discussion Questions a. Is it necessary to have law enforcement? Why? b. What are the duties of traffic police? Why 1. Enforce traffic laws 2. Investigate traffic crashes 3. Direct and control traffic at busy intersections 4. Protect a citizen's rights c. What are the qualifications and training for law enforcement officers? 1. City police 2. Sheriff patrol 3. Highway patrol 4. Deputy sheriff d. Should police use radar and unmarked cars to apprehend speeders? e. Should police chase a traffic offender? f. What is a citizens arrest and how do you make such an arrest?	

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Field trip to a traffic court session as a group or individually.	2.5 Group discussion on traffic courts. Discussion Questions a. What are the functions of a traffic court? b. What choice does a traffic violator have if summoned to appear at a traffic court? c. What type of punishment should a traffic offender receive?	2.5 Student will define the functions of a traffic court. PERFORMANCE PROFICIENCY The student will list five problems associated with law enforcement and suggest possible alternative solutions for such. The student will list five problems associated with traffic courts and provide solutions for such. The student will complete Self Assessment "Where Do We Go From Here"

"WHERE DO WE GO FROM HERE"

Pre/Post Self Assessment ____ Pre Assessment

____ Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use with the film "Where Do We Go From Here" from the film series To Get From Here to There.

Student: _____

---

1. If you come upon an accident, what is your first obligation?

____a. Give needed emergency first aid.
____b. Go for help.
____c. Drive by--don't obligate yourself.
____d. None of the above.

2. Driver examinations include

____a. skills of driving.
____b. knowledge of laws and regulations.
____c. eye examination.
____d. all the above.

3. What is a major problem with traffic courts today?

____a. They are satisfactory.
____b. Some Judges are not qualified.
____c. Too many cases to handle properly.
____d. Some Judges are too lenient.

4. Driver error is involved in approximately _____percent of all accidents.

____a. 10
____b. 50
____c. 75
____d. 90

5. How does alcohol affect the human body?

____a. Speeds up body reaction.
____b. Slows down body reaction.
____c. Has no affect on body reaction.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT G. Improving Driving Conditions Tasks

CONCEPT: 3.0 Vehicle Engineering

PERFORMANCE OBJECTIVE: The student will identify the various features of a vehicle which will affect the safety of the driver.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "A Look at the Equipment" Pre/Post Self Assessment STUDENT MATERIAL "Consumers' Guide To Automotive Safety Features" Chrysler Corp. P. O. Box 1919 Detroit, Michigan 48231 (Free)	3.1 Group discussion based on question: "List the various types of vehicles you meet on the highways." a. Standard cars b. Compact cars c. Sport cars d. Foreign cars e. Buses f. Trucks g. Mobile home units h. Camper trucks i. Cycles j. Bikes 3.2 Instructor will focus upon the various conditions that affect the safety of a vehicle.	3.1 Student will identify the advantages and disadvantages of different vehicles in terms of safety features. 3.2 Student will identify various features which affect the safety of a vehicle.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	a. Speed b. Passing ability c. Maneuverability d. Hills e. Wind resistance f. Space required (passing, parking) g. Traction h. Weather i. Collision resistance j. Height and location of center of gravity	
	3.3 Group discussion concerning: a. Large versus small vehicles b. Packaging of driver c. Packaging of occupants d. Restraint devices e. Regular versus radial tires f. Size and location of engine g. Other safety features designed to improve vehicle's safety.	3.3 Student will identify how vehicle withstands impact; passengers packaging; types of restraints available; and vehicle features designed to make vehicle safer in the event of a crash.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY Student will draw up a list of vehicles and describe some conditions that affect each vehicle. Student will complete Self Assessment "A Look At The Equipment"

"A LOOK AT THE EQUIPMENT"

Pre/Post Self Assessment ____ Pre Assessment

____ Post Assessment

Explanation: This self assessment is suggested for use with the film "A Look at the Equipment" from the film series To Get From Here to There.

Student: _____

1. Statistics have shown that approximately _____percent of the cars on U.S. roads have some mechanical defect.

____a. 30
____b. 40
____c. 50
____d. 60

2. In accordance with the National Traffic and Motor Vehicle Act of 1966, vehicles must be equipped with safety devices. Name five:

3. The passenger position in the front of the car is:

____a. Less dangerous than the driver's position.
____b. More dangerous than the driver's position.
____c. Just as dangerous as the driver's position.

4. The "Second Collision" occurs:

____a. Inside the car.
____b. Near the rear fender.
____c. On the bumper.
____d. Inside in the hood of the car.

5. What safety device commonly available within a vehicle would most greatly reduce injuries in a crash?

6. When are the brakes at maximum efficiency?

____a. When locked.
____b. Just prior to locking.
____c. As soon as the brake pedal is depressed.
____d. When the car is equipped with power brakes.

7. List two tell-tale signs of brake failure:

8. Driving a motor vehicle that is unfamiliar to the driver demands care and caution because of the

____a. difference in steering "feel."
____b. difference in braking sensitivity.
____c. difference in size and shape of the vehicle.
____d. all the above.

9. Headrests located behind the driver's and front seat passenger's heads are designed to

____a. prevent whiplash in case of collision.
____b. rest the head while driving.
____c. serve as a pillow when stopped.
____d. none of the above.

10. The main feature a buyer tends to look for when picking out an automobile is

____a. beauty.
____b. comfort.
____c. protection.
____d. utility.

UNIT G. Improving Driving Conditions Tasks

CONCEPT: 4.0 Driver Licensing

PERFORMANCE OBJECTIVE: The student will identify the responsibilities and obligations related to the possession of a driver's license.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
MEDIA Film: "Jungle on Wheels" Pre/Post Self Assessment STUDENT MATERIAL Individualized Learning Guides, #65, #66 Pre/Post Self Assessment Montana Drivers Manual Note: Because of limited funds and personnel, driver examinations in Montana focus upon driving skills and not the total driving performance.	4.1 The instructor will discuss the qualifications needed to be an effective and responsible driver. a. Signs and road markings b. Laws and regulations c. Driving skills d. Physical requirements e. Mental capabilities 4.2 Group discussion pertaining to correct procedure in applying for a driver's license. Discussion Question a. What is needed in applying for a driver's license? 4.3 Through group discussion, the social responsibilities of a licensed driver will be reviewed.	4.1 Student will analyze the tasks and traits a driver needs to become a safer and more proficient driver. 4.2 Student will identify the correct procedures in applying for a driver's license. 4.3 Student will evaluate the characteristics of a responsible driver.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	4.4 Emphasize reasons for having a driver's license suspended or revoked as stated in the Montana Driver's Manual. Mandatory revocations: a. Three reckless driving charges in one year b. Driving while intoxicated c. Manslaughter d. Excessive violations e. Fradulent use f. Altered license g. Felony committed with a car h. Habitual alcohol user	4.4 The student will analyze the ways in which a driver's license may be suspended or revoked.
	4.5 Class discussion (analyze the personal impact of losing a driver's license). <u>Discussion Questions</u> a. In what ways does a driver's license help you? b. Is it a right or a privilege to have a driver's license? c. What are the possible consiquences if you drive without	4.5 The student will list ways in which he is dependent upon a driver's license.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	a driver's license? d. How would your daily life be affected if you lost your license?	
	4.6 Through class discussion the various types of driver's licenses will be reviewed. Discussion Questions a. What is an operator's license? How can it be used? b. What is a chauffeur's license? How can it be used? c. Should there be a separate license for motorcycles, go-carts, scooters, motorized bicycles and snowmobiles? d. What is a provisional license? What is a restricted license? e. What is a probation license? (see attached appendix)	4.6 The student will differentiate between the various driver's licenses required to operate different vehicles and the obligations and responsibilities of each.
	4.7 Through class discussion renewal of a driver's license will be covered. Discussion Questions a. What is needed to renew a driver's license?	4.7 Student will explain the correct procedure for renewing a driver's license.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	b. Should a driver take a physical examination? A reflex test? A test on signs, road markings, laws and driving skills? Other?	PERFORMANCE PROFICIENCY The student will present his personal plan concerning improvement of driver licensing. The student will study and know Individualized Learning Guides #65, #66 The student will complete Self Assessment, "Jungle On Wheels."

INDIVIDUALIZED LEARNING GUIDE #65

DEPARTMENT OF JUSTICE
HIGHWAY PATROL BUREAU
DRIVER IMPROVEMENT PROGRAM

"The Driver Improvement Program, similar to those in other states, is essentially designed to further the principle that each driver must exercise his responsibility in the use of our streets and highways. In theory, a driver meeting the minimum physical requirements who is able to pass the licensing test, could be said to merit the driving privilege, however, we are far from that state of perfection in human attitudes. Under present conditions there seems not enough time, personnel, money or know-how to determine at the time of licensing whether or not a driver's attitude reflects concern for the safety of others. This, unfortunately, can be determined only over a period of time by the driver's actions and habits behind the wheel. When a driver accumulates a record of accidents and/or violations in a brief period, it is time for the state to begin to exercise some form of driver improvement and control, helping those drivers to improve who have mechanical or knowledge difficulties and restricting the driving of those who despite efforts to assist them continue to accumulate bad driving records. This type of action is taken without thought of punishing the individual, but as the state's only way to protect the public."

STEP 1 - SCREENING As traffic convictions and accidents occur, reports are submitted to the Montana Highway Patrol Bureau and entries are posted to driver's individual folders. Any folder which indicates a driver had more trouble than chance would allow, is sent to analysts where the seriousness and frequency of violations are evaluated to see if a dangerous driving pattern is developing. (Parking and some other non-hazardous violations are not included.)

STEP 2 - WARNING LETTER If review reveals the driver needs help, he receives a letter asking him to study his driving habits and encouraging him to demonstrate his true ability as a driver by improving his record. His future driving performance, it is explained, will be the basis for any further action. Twenty-four months without avoidable accidents or convictions removes him from the problem category.

STEP 3 - INTERVIEW If the driver has any further moving hazardous traffic convictions after receiving a Warning Letter, he will be called in for an Interview. The request for an interview is based upon the seriousness or frequency of the violations or accidents involved. (For example, he might be interviewed for one conviction for racing on the street, but it would take two convictions for following too closely to result in an interview.) At the time of the interview, the driver is placed on a formal period of probation, six months in duration. The interview officer will determine the individual's driving needs and characteristics for future reference. He will also go over the driver's record to determine its accuracy. At the termination of this interview, the driver is fully informed of the consequences of future violations.

STEP 4 - RESTRICTED PROBATION In the event the driver violates the law within a two year period, (from his last previous violation) after he has had an interview, his file which now contains the information obtained at the interview, is reviewed and normally he is placed in some form of restricted probational status, most usually occupational driving.

STEP 5 - SUSPENSION Further violation (again within a two year period from last previous violation) causes his entire record to be reviewed. At this time it is generally apparent that the state's efforts to assist the driver in improving himself, have not been successful and for the protection of the public, the driver must be removed from our highways for a period of time. Once suspension is ordered, a driver may request a hearing. This brings his case before the department's review officer. He also may submit his case to judicial review in the District Court of his home county. Even though a suspension is normally proof that the driver has failed to accept his responsibilities, the suspension may produce the desired result, for in many cases once the license has been reinstated the driver has no further traffic trouble.

Many motorists do not realize the value of a driver's license until they no longer have it. Some still consider driving to be a right and not a privilege. However, state statutes dictate that the right or privilege to drive can be canceled, suspended or revoked for any of the following conditions.

Authority to suspend license or driving privilege or issue probationary license is used if a driver:

- has been involved as a driver in any accident resulting in the death or personal injury of another or serious property damage
- has been convicted with such frequency of serious offenses against traffic laws and a disregard for the safety of other persons on the highways
- is a habitually reckless or negligent driver of a motor vehicle
- is incompetent to drive a motor vehicle
- has permitted an unlawful or fraudulent use of such license as specified in section 31-153 Revised Codes
- has committed an offense in another state which if committed in this state would be grounds for suspension or revocation
- has falsified his date of birth on his application for a driver's license

Mandatory revocation of license is authorized when:

- manslaughter results from the operation of a motor vehicle
- driver of a motor vehicle is under the influence of intoxicating liquor or narcotic drug, or wilfully or knowingly under the influence of any other drug to a degree which renders him incapable of safely driving a motor vehicle, or a combination thereof
- there is any felony in the commission of which a motor vehicle is used
- there is failure to stop and render aid as required under the laws of this state in the event of a motor-vehicle accident resulting in the death or personal injury of another
- there is perjury or the making of a false affidavit or statement under oath to the board under this act or under any other law relating to the ownership or operation of motor vehicles
- there is conviction, or forfeiture of bail not vacated, upon three (3) charges of reckless driving committed within a period of twelve (12) months

Authority to cancel licenses--the board is hereby authorized to cancel any operator's or chauffeur's license upon determining that the licensee was not entitled to the issuance thereof hereunder or that said licensee failed to give the required or correct information in his application or committed any fraud in making such application.

Under such cancellation, the licensee must surrender the license so canceled to the board.

The definitions of suspend, revoke and cancel, under the Montana statutes are as follows:

Suspension means that the driver's license and privilege to drive a motor vehicle on the public highways are terminated and shall not be renewed or restored. An application for a new license may be presented and acted upon by the board after the expiration of the period of such revocation or suspension.

Revocation means that the driver's license and privilege to drive a motor vehicle on the public highways are terminated and shall not be renewed or restored. An application for a new license may be presented and acted upon by the board after the expiration of the period of such revocation or suspension.

Cancellation means that a driver's license is annulled and terminated because of some error or defect or because the licensee is no longer entitled to such license, but the cancellation of a license is without prejudice and application for a new license may be made at any time after such cancellation.

"JUNGLE ON WHEELS"

Pre/Post Self Assessment ____ Pre Assessment

____ Post Assessment

Explanation: This Pre/Post Self Assessment is suggested for use with the film "Jungle on Wheels" from the film series To Get From Here to There.

Student: _____

1. Highway vehicle inspections are intended for the purpose of:

   ____a. Inspecting cars for suspected smuggling of drugs.
   ____b. Improving the quality of cars on the highways.
   ____c. Counting the number of cars using interstate highways.
   ____d. None of these.

2. The number of collisions that occur daily in Montana are:

   ____a. 500
   ____b. 80
   ____c. 1,000

3. Manufacturers are responsible for

   ____a. padded steering wheels.
   ____b. padded dash.
   ____c. three-point safety belts.
   ____d. removal of sharp objects.
   ____e. all of these

4. The best solution for the development of a safe traffic environment is:

   ____a. Better law enforcement.
   ____b. More research by automobile engineers.
   ____c. More traffic courts.
   ____d. Development of a universal driver education program.
   ____e. All of these.

5. Why are obviously bad drivers allowed to keep driving?

   ____a. Laws are too lenient.
   ____b. Physical examinations are not tough enough.
   ____c. Many drive well without a license.
   ____d. All the above.

TRAFFIC ENVIRONMENT

INSTRUCTION

UNIT A: Basic Control Tasks

UNIT OBJECTIVE: The student will identify, explain and operate the vehicle control systems, safety devices and accessories and define and demonstrate the proper procedures and skills for basic maneuvers.

1.0 Vehicle Familiarization
2.0 Pre-Start and Starting
3.0 Entering Roadway
4.0 Braking and Stopping
5.0 Turns
6.0 Backing
7.0 Returning to Curb and Securing

Simulator films:

You Take The Wheel/Lets Start Driving
The Art of Turning/The Good Turn
Special Maneuvers

(These films are suggested for use if your school uses simulation.)

NOTE:
See Exhibit A. of Appendices for the "Traffic Environment Assessment" to be used in evaluating student performance.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT A. Basic Control Tasks

CONCEPT: 1.0 Vehicle Familiarization

PERFORMANCE OBJECTIVE: In a given situation, the student will locate and identify the function of controls, gauges, and safety features of vehicle.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #1, #2s, #3s Vehicle placed in off-street location Activity can be individualized or group oriented Vehicle Familiarization Experiences may be developed throughout a series of activities Simulator film "You Take The Wheel" - or - "Let's Start Driving"	1.1 Locate and explain the purpose of the vehicle's controls, gauges, and the proper use of safety features.	1.1 The student will perform the following: a. Identify all driving controls. b. Identify and explain gauges of the vehicle. c. Identify and utilize safety devices. d. Identify and adjust all visibility aids in the vehicle. PERFORMANCE PROFICIENCY When requested, the student will locate and demonstrate the controls, locate and explain the temperature, oil pressure, ammeter and fuel gauges. The student will locate and explain a minimum of seven safety features requested by the instructor.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY (con't.) The student will complete Individualized Learning Guide #1 Assignment for subsequent activity: The student will study and complete Individualized Learning Guides #2s, #3s

Vehicle Controls	Purpose
1. Ignition switch	
2. Steering wheel	
3. Clutch	
4. Foot brake	
5. Accelerator	
6. Parking brake	
7. Gear-selector lever	

Vehicle Gauges	Purpose
1. Fuel	
2. Temperature	

Vehicle Gauges (continued)

3. Oil

4. Ammeter

NOTE: Indicator lights are often used rather than gauges.

Vehicle Safety Features	Purpose
1. Tinted windows	
2. Mirrors--outside and inside	
3. Sun visors	
4. Seat belts	
5. Shoulder belts	
6. Seat adjuster	
7. Door locks--warning system	

8. Head restraints

9. Steering--adjustable

10. Parking lights

11. Headlights--bright, dim

12. Headlight dimmer switch

13. Side markers

14. Back-up lights

15. Dome lights

16. Instrument panel (light control)

17. Direction indicators

18. Turn signal lever

19. Bright light indicator

20. Warning lights--parking brake

21. Flasher switch

22. Indicator--brake off

23. Windshield wiper switch--variable speed

24. Windshield washers

25. Front and rear defrosters

26. Heater switch

27. Air fan switch

28. Air conditioning

29. Horn

30. Speedometer

31. Odometer

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT A. Basic Control Tasks

CONCEPT: 2.0 Pre-Start and Starting

PERFORMANCE OBJECTIVE: In a driving situation, the student will execute the pre-start and starting procedures.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #2, #3, #4s Vehicle placed in off-street location Simulator film "You Take The Wheel" - or - "Lets Start Driving"	2.1 Emphasis placed on seat and mirror adjustments. 2.2 Discuss and clarify procedures for Pre-Start and Starting the vehicle. 2.3 Attention directed toward gear selection and brake coverage while starting.	2.1 Student will correctly operate the controls, gauges, and safety features required in pre-start procedure. 2.2 Student will perform the pre-start procedures (#2). 2.3 Student will start the vehicle according to prescribed procedure (#3). PERFORMANCE PROFICIENCY The student will perform the pre-starting and starting procedures without error. Assignment for subsequent activity: The student will study and complete Individualized Learning Guide #4s

INDIVIDUALIZED LEARNING GUIDE #2

Pre-Start

Task	Rationale
1. Check around car for possible dangers.	Obstruction surrounding or under the vehicle. Clear windows in winter. Check for traffic if entering from traffic side.
2. Doors (unlock)	To enter vehicle.
3. Car (lock doors)	Additional protection in the event of collision and against unauthorized entries. (In wrecked vehicles you have seen, were the doors open? Why?)
4. Key (place in ignition)	Which key enters the ignition? Which side of key is up? What is the other key for? How do keys differ with various makes of vehicles?
5. Seat (adjust)	To be able to sit comfortably behind the steering wheel and allow for maximum control. Remember, accelerator is the greatest distance from the driver.
6. Mirrors (adjust)	To gain maximum field of vision and sight distance to rear and sides.
7. Head restraints (adjust)	To minimize neck injury, level directly across from top of ear. (What does the word whiplash mean?)
8. Seat and shoulder restraints (adjust)	To prevent you from being thrown about or out of the car. Adjust seat and shoulder restraints snugly across hips and chest. (Can you reach the parking brake? Release?)
9. Adjust Ventilation	

INDIVIDUALIZED LEARNING GUIDE #2s

Pre- Start

Task	Rationale
1. Check around car for possible dangers.	
2. Doors (unlock)	
3. Car (lock doors)	
4. Key (place in ignition)	
5. Seat (adjust)	
6. Mirrors (adjust)	
7. Head restraints (adjust)	
8. Seat and shoulder restraints (adjust)	
9. Adjust ventilation	

INDIVIDUALIZED LEARNING GUIDE #3

Starting

Task	Rationale
1. Parking brake (on)	If parking brake is firmly set, will the car move? What wheel does this brake control? How do you release parking brake? Should parking brake be used year around in Montana?
2. Foot brake (cover)	Prevent car from moving before you are ready.
3. Shift ("P")	Most automatic transmission cars will not start in any gears except park or neutral. (Where are these gears located on the selector indicator? How does park differ from neutral?)
4. Automatic choke (set if cold)	Choke controls fuel-air mixture entering carburetor to facilitate turn.
5. Key (on)	Key necessary to unlock steering control and start vehicle.
6. Gauges (check)	Gauges provide certain information concerning the mechanical condition of the vehicle.

INDIVIDUALIZED LEARNING GUIDE #3s

Starting

Task	Rationale
1. Parking brake (on)	
2. Foot brake (cover)	
3. Shift ("P")	
4. Automatic choke (set if cold)	
5. Key (on)	
6. Gauges (check)	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT A. Basic Control Tasks

CONCEPT: 3.0 Entering Roadway

PERFORMANCE OBJECTIVE: The student will, in a given situation, enter traffic flow from a parked position.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #4, #5s, #6s Performance route Consideration should be given to the use of left foot covering brake when leaving the parking space. Simulator films: "You Take The Wheel" "The Art of Turning" "Lets Start Driving" "The Good Turn"	3.1 Discuss and clarify procedure for entering the roadway, braking and stopping. 3.2 Execute pre-start and starting action. 3.3 Selection of gear and forward movement. 3.4 Entering traffic flow with emphasis on visual search and speed control. 3.5 Analysis of lane placement and speed control.	3.1 Student understanding procedures for entering the roadway, braking and stopping. 3.2 Student executes starting procedure. 3.3 Student moves car from parked position. 3.4 Student enters traffic after looking, signaling and yielding. 3.5 Student places vehicle in proper lane and adjusts speed to traffic flow. PERFORMANCE PROFICIENCY Student will perform the starting procedure without error. Student will enter traffic only after completing visual search, signaling and yielding activities.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY (con't.) Assignment for subsequent activity: The student will study and complete Individualized Learning Guides #5s, #6s

INDIVIDUALIZED LEARNING GUIDE #4

Entering Roadway

Task	Rationale
1. Brake (firmly)	Hold vehicle motionless until ready to proceed. (If foot brake is applied, how many wheels on the auto are affected?)
2. Shift ("D")	This gear will put the vehicle in forward motion. (What other gears will provide forward motion?)
3. Traffic (check forward)	What possible traffic might you see approaching?
4. Traffic (check rear and sides)	To avoid conflicts from the rear and sides.
5. Signal (on)	To show direction of movement away from curb into flow of traffic.
6. Blind spot (check)	To avoid conflicts impossible to see in mirror. (Where are the blind spots of your vehicle?)
7. Parking brake (release)	Prevents car from moving when vehicle is parked.
8. Accelerate (gently)	How does road design and surface affect amount of acceleration needed?
9. Steering (slightly)	Turn steering wheel to position vehicle properly in driving lane.
10. Lane position (select)	Drive in lane to fit driving situation. (What is meant by centering in your lane?)

INDIVIDUALIZED LEARNING GUIDE #4s

Entering Roadway

Task	Rationale
1. Brake (firmly)	
2. Shift ("D")	
3. Traffic (check forward)	
4. Traffic (check rear and sides)	
5. Signal (on)	
6. Blind spot (check)	
7. Parking brake (release)	
8. Accelerate (gently)	
9. Steering (slightly)	
10. Lane position (select)	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT A. Basic Control Tasks

CONCEPT: 4.0 Braking and Stopping

PERFORMANCE OBJECTIVE: In a given situation, the student will make smooth and effective stops from various predetermined speeds.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Performance route Select isolated area for practicing braking activities. Simulator film "You Take The Wheel" - or - "Lets Start Driving"	4.1 Brakes applied to desired degree and released when directed. 4.2 Coordination practice of braking and steering techniques. 4.3 Full braking eliminates steering control. 4.4 Sudden and hard braking indicates student has not identified possible conflict early.	4.1 When instructor so requests, student will coordinate deceleration with application of brake. 4.2 When instructor requests, student will slow vehicle to designated speed by braking and change position within lane by steering. 4.3 In making a complete stop, student will apply the brakes gradually and release slightly before full stop. 4.4 The student will employ visual search to reduce the need of sudden and hard braking. PERFORMANCE PROFICIENCY Student will perform speed reduction and stopping by braking. Student will perform a full stop without "jerking."

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT A. Basic Control Tasks

CONCEPT: 5.0 Turns

PERFORMANCE OBJECTIVE: Given selected controlled and uncontrolled intersections, the student will negotiate various left turns and demonstrate correct pre-turn, turn and post-turn procedures.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guide #5 Performance route Simulator film "The Art of Turning" - or - "The Good Turn"	5.1 Discuss and clarify procedure for left turns. 5.2 Evaluation of the three major visual checks required to make a left turn. 5.3 Position vehicle to execute left turn. Emphasis placed on braking before the turn. 5.4 Yields to traffic when required. 5.5 Completion of turn in the state approved turn configuration.	5.1 Student understands procedure for making left turns. 5.2 An analysis is made of direction and scope of visual search. 5.3 Visual search pattern determines speed, control and placement of vehicle in making the turn. 5.4 Consideration should be given to position, time, and spacing in relationship to a yield maneuver. 5.5 Student should be aware of his placement and speed while blending into traffic. PERFORMANCE PROFICIENCY Student will perform left turns at various intersections.

INDIVIDUALIZED LEARNING GUIDE #5

Left Turns

Task		Rationale
1.	Lane (placement)	Car must be near and parallel to center line.
2.	Signal (on)	Inform other drivers of your intentions. (Is signaling too far in advance of turn dangerous? What are hand signals for left turn, right turn, slowing? Are they standardized nationwide?)
3.	Mirrors (check)	Is anything approaching? Can you safely position your car for the turn?
4.	Traffic (check)	Is anything coming into the intersection from any direction? Who has the right-of-way at the intersection? Is it controlled or uncontrolled?
5.	Blind spot (check)	Make sure to check and see if anything is about to pass your car as you are turning.
6.	Car position	Left turn from left-most permissible lane to left-most permissible lane. (What dangers do you see in crossing traffic lanes while turning?)
7.	Brake (slow)	Be ready for the unexpected! This will cut down reaction time. For a left turn, brake longer than for a right turn.
8.	Wheel (turn)	Hand-over-hand gives better control. (Can you change direction quickly if necessary?)
9.	Recovery (straighten)	Do the steering wheels on all cars return to center steer by themselves?
10.	Accelerate	Regain lost speed.

INDIVIDUALIZED LEARNING GUIDE #5s

Left Turns

Task	Rationale
1. Lane (placement)	
2. Signal (on)	
3. Mirrors (check)	
4. Traffic (check)	
5. Blind spot (check)	
6. Car position	
7. Brake (slow)	
8. Wheel (turn)	
9. Recovery (straighten)	
10. Accelerate	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT A. Basic Control Tasks

CONCEPT: 5.0 Turns

PERFORMANCE OBJECTIVE: In selected controlled and uncontrolled intersections, the student will negotiate various right turns and demonstrate correct pre-turn, turn and post-turn procedures.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #6, #7s Performance Route Simulator film "The Art of Turning" - or - "The Good Turn"	5.1 Discuss and clarify procedure for right turns. 5.2 Recitation of the three major visual checks required to make a right turn. 5.3 Positions car to execute turn. 5.4 Yields to pedestrians when required. 5.5 Completion of turn in approved turn configuration.	5.1 Student understands procedure for right turns. 5.2 Visual checks made to the left, straight and right directions. 5.3 Student directs speed, control and placement of vehicle in terms of environmental conditions. 5.4 Position, time and spacing in relationship to the yield maneuver are observed. 5.5 Placement of vehicle and blending with traffic flow should be determined. PERFORMANCE PROFICIENCY Student will perform right turns at various intersections. Assignment for subsequent activity: The student will study and complete Individualized Learning Guide #7s.

INDIVIDUALIZED LEARNING GUIDE #6

Right Turns

Task	Rationale
1. Lane (placement)	Car must be near and parallel to right curb or shoulder.
2. Signal (on)	Inform other drivers of your intentions. (Is signaling too far in advance of turn dangerous? What are hand signals for left turn, right turn, slowing? Are they standardized nationwide?)
3. Mirrors (check)	Is anyone approaching? Can you safely position your car for the turn?
4. Traffic (check)	Check traffic forward, left, center, then right. (Is anything coming into the intersection from any direction? Who has the right-of-way at the intersection? Is it controlled or uncontrolled?)
5. Blind spot (check)	Check blind spot to see if driver is about to pass your car as you are turning.
6. Car position	Right turn from right-most permissible lane to right-most permissible lane. (What dangers might be in pathway as you are turning?)
7. Brake (slow)	Be ready for the unexpected! This will cut down reaction time. Controlled braking is a necessity in turning.
8. Steer (turn)	Hand-over-hand gives better control. (Can you change direction quickly if necessary?)
9. Recovery (straighten)	Do steering wheels in all cars return to center steer by themselves?
10. Accelerate	Blend with traffic flow.

INDIVIDUALIZED LEARNING GUIDE #6s

Right Turns

Task	Rationale
1. Lane (placement)	
2. Signal (on)	
3. Mirrors (check)	
4. Traffic (check)	
5. Blind spot (check)	
6. Car position	
7. Brake (slow)	
8. Steer (turn)	
9. Recovery (straighten)	
10. Accelerate	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT A. Basic Control Tasks

CONCEPT: 6.0 Backing

PERFORMANCE OBJECTIVE: In a series of driving maneuvers requiring backing, the student will demonstrate visual search actions, control of steering, speed, braking and avoidance of conflicts.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #7, #8s, #9s	6.1 Discuss and clarify procedure for backing.	6.1 Student understands backing procedure.
Performance route	6.2 Loosen seat and shoulder belts, position body to see path of travel, and place hand at top of steering wheel for maximum control.	6.2 The student will back vehicle and emphasize speed, braking and steering control.
Perform activity in off-street area to minimize possible dangers.		
Consideration must be given to use of left foot covering brake when backing.	6.3 Practice driving in reverse:	6.3 On request of instructor, student will perform as follows:
Simulator film "Special Maneuvers"	a. Back in a straight line.	a. Back in a straight line for a specific distance.
	b. Back around corners.	b. Back around real or simulated corners to the right and left.
	c. Back through planned route.	c. Back through a line of markers weaving to the left and right not deviating more than one-half car width from the markers
		PERFORMANCE PROFICIENCY
		The student will perform steering, braking and speed control in backing.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY (con't.) Assignment for subsequent activity: The student will study and complete Individualized Learning Guides #8s, #9s.

INDIVIDUALIZED LEARNING GUIDE #7

Backing

Task	Rationale
1. Starting	
2. Lap/Shoulder restraints (loosen)	To enable driver to assume proper position.
3. Traffic (check)	Where will the vehicle go if the steering wheel is turned left? If turned right? Is traffic approaching? If so, will it create a hazard?
4. Brake (on)	To prevent any motion of car until driver is ready to move.
5. Shift ("R")	Only gear for backward motion.
6. Parking brake (release)	The car will then be free to move.
7. Position (direction of turn)	Backing left, right hand at 12:00. Look over left shoulder and through rear window. Backing right, left hand at 12:00. Look out right side of vehicle, through rear window, over right shoulder.
8. Brake (release and cover)	Freeing car for movement.
9. Accelerator (control)	Press pedal gradually to move the vehicle under controlled conditions.
10. Stop (fully)	When backing, keep eyes looking back until vehicle has completely stopped to prevent vehicle from hitting obstructions in rear.

INDIVIDUALIZED LEARNING GUIDE #7s

Backing

Task	Rationale
1. Starting	
2. Lap/Shoulder restraints (loosen)	
3. Traffic (check)	
4. Brake (on)	
5. Shift ("R")	
6. Parking brake (release)	
7. Position (direction of turn)	
8. Brake (release and cover)	
9. Accelerator (control)	
10. Stop (fully)	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT A. Basic Control Tasks

CONCEPT: 7.0 Returning to Curb and Securing

PERFORMANCE OBJECTIVE: In a given situation, the student will secure and leave a parked vehicle.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #8, #9, #10s	7.1 Discuss and clarify procedures for returning to curb and securing.	7.1 Student understands procedures for returning to curb and securing.
	7.2 Student will return to the curb using proper signal, turning, and braking.	7.2 Student will return to the curb using proper signal, turning and braking.
	7.3 In securing the vehicle, attention should be directed toward gear selection and parking brake.	7.3 The student will secure the vehicle utilizing the designated procedures.
	7.4 When leaving the vehicle, the student should check the blind spot before opening the door. Locking the vehicle reduces the possibility of theft.	7.4 The student will select the best and safest route to leave the vehicle.
		PERFORMANCE PROFICIENCY Student, when requested, will return vehicle to curb, secure, and leave the vehicle.
		Assignment for subsequent activity: The student will study and complete Individualized Learning Guide, #10s.

INDIVIDUALIZED LEARNING GUIDE #8

Return to Curb

Task	Rationale
1. Mirrors (check)	Reveals traffic conditions behind you and to the sides. (Do mirrors eliminate the need for a head check of blind spots?)
2. Signal (on)	Informs others of your intentions.
3. Blind spot (glance)	A head check is the only way blind spots are eliminated.
4. Steer (slight)	Be careful of over-steering; only a slight turn is necessary.
5. Recovery	As you approach the curb, steer so vehicle will be parallel to curb.
6. Brake (smooth)	Progressive braking eliminates jerky stops; also informs others of your intentions to stop vehicle.
7. Signal (cancel)	Slight recovery may not automatically cancel signal.

INDIVIDUALIZED LEARNING GUIDE #8s

Return to Curb

Task	Rationale
1. Mirrors (check)	
2. Signal (on)	
3. Blind spot (glance)	
4. Steer (slight)	
5. Recovery	
6. Brake (smooth)	
7. Signal (cancel)	

INDIVIDUALIZED LEARNING GUIDE #9

Securing

Task		Rationale
1.	Shift ("P")	Locks back wheels.
2.	Parking brake (on)	Additional safety. Locks rear wheels.
3.	Accessories and controls (off)	Some accessories will still function with key in off or lock position. Vehicles will start easier if air conditioner is turned off before stopping.
4.	Key (off and remove)	Shuts off power supply. Take keys so they won't be left in the car.
5.	Seat and shoulder restraints (secure)	Shoulder belt replaced in carrier.
6.	Vehicle (close windows, lock doors)	Protection against weather and theft.

INDIVIDUALIZED LEARNING GUIDE #9s

Securing

Task	Rationale
1. Shift ("P")	
2. Parking brake (on)	
3. Accessories and controls (off)	
4. Key (off and remove)	
5. Seat and shoulder restraints (secure)	
6. Vehicle (close windows, lock doors)	

UNIT B: Traffic Interaction Tasks

UNIT OBJECTIVE: The student will define and recognize the capabilities and limitations of motor vehicles under various conditions.

1.0 Lane Placement
2.0 Intersecting
3.0 Following
4.0 Being Followed
5.0 Lane Changing
6.0 Passing
7.0 Being Passed

Simulator films:

Moderate Traffic
Intermediate Traffic
Perceptive Driving

(These films are suggested for use if your school uses simulation.)

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction Tasks

CONCEPT: 1.0 Lane Placement

PERFORMANCE OBJECTIVE: Provided various roadways with oncoming traffic, the student will identify potentially dangerous meeting situations, predict possible traffic development, decide on the best course of action to take and properly regulate the speed and placement of his vehicle.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #10, #11s, #12s Performance route Maneuvering is of high criticality. Late response to a situation often requires drastic driver response. Simulator films: "Moderate Traffic" "Intermediate Traffic"	1.1 Discuss and clarify lane placement procedure. 1.2 Instructor involves all students in car by asking such questions as "How do you predict the action of oncoming cars?" 1.3 Determination of proper speed and position in relation to traffic conditions.	1.1 Student understands lane placement procedure. 1.2 Student identification of conditions or situations which could force a car to cross into his lane. Student demonstrates, identifies, predicts, decides and executes inputs in meeting situation before conflict exists. Student will adjust vehicle in lane in response to traffic conditions. 1.3 Demonstration of speed regulation and position of vehicle. PERFORMANCE PROFICIENCY Student will demonstrate lane selection and placement of vehicle utilizing the process of IPDE.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY (con't.) Assignment for subsequent activity: The student will study and complete Individualized Learning Guides #11s, #12s.

INDIVIDUALIZED LEARNING GUIDE #10

Lane Placement

Task	Rationale
1. Position (center)	A lane is 12 feet wide. Your car is approximately six feet wide. You should have a three foot space on each side of the car.
2. Visual search (plan ahead)	Looking at least a block ahead eliminates weaving in your lane. Increased visual search minimizes the need for sudden decisions.
3. Following (two second following rule)	If a car is in front of you, pick an object it passes and count two seconds. If your car passes the object before the completion of your two second count, you are following too close. If you have not passed the object within two seconds, you have an adequate space.

INDIVIDUALIZED LEARNING GUIDE #10s

Lane Placement

Task	Rationale
1. Position (center)	
2. Visual search (plan ahead)	
3. Following (two second following rule)	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction Tasks

CONCEPT: 2.0 Intersecting

PERFORMANCE OBJECTIVE: In selected driving situations, the student will demonstrate the proper actions at various types of intersections.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #11, #12, #13s, #14s Performance route Extremely high criticality Simulator films: "Moderate Traffic" "Intermediate Traffic"	2.1 Discuss and clarify intersecting procedures. 2.2 Establishes guideline to determine appropriate speed to be used when approaching intersections based on results of scanning. 2.3 Demonstrate proper maneuvers at various intersections.	2.1 Student understands intersecting procedures. 2.2 The student will be able to: a. Identify a controlled or uncontrolled intersection. b. Identify certain types of conflicts and control. c. Determine if speed is appropriate or recognize appropriate speed. d. Describe safe means of negotiating particular intersections. 2.3 Student will develop capabilities to make well-timed and accurate turning movements at intersections by: a. Demonstrating methods in communicating intentions to other drivers.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		b. Demonstrating ability to time turning movements properly. c. Demonstrating how to place vehicle properly in preparation to negotiate particular intersections. d. Demonstrating how to time a particular turning movement properly. e. Demonstrating knowledge of necessary action or design of intersections in order to reduce conflicts.
	2.4 Student identifies hazards, precautions and techniques necessary for safe negotiation of railroad intersections.	2.4 Student will know and understand hazards and precautions necessary to negotiate railroad intersections safely and will demonstrate techniques for performing his movement in a safe manner. PERFORMANCE PROFICIENCY Student will identify areas of possible conflict at various intersections. Student will identify various signs and signals regulating intersections. Student will successfully negotiate intersections employing proper: a. Visual control b. Lane placement

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY (con't.) c. Signaling and turning d. Speed control e. Attention to regulatory devices and controls Assignment for subsequent activity: The student will study and complete Individualized Learning Guides, #13s, #14s

INDIVIDUALIZED LEARNING GUIDE #11

Uncontrolled Intersections

Task	Rationale
1. Lane (selection and placement)	Determine direction and path of travel. Proper positioning of vehicle reduces need for sudden and evasive actions.
2. Speed (controlled)	Decision must be made to begin braking and determine speed to avoid an intersection conflict.
3. Visual search (check)	In most cases, check traffic left, forward and right. Exception would be made if the left side of intersection presents the shortest sight distance. In that case, check longest sight distance first.
4. Signs (identify)	Are signs facing two directions? Three directions? Four directions? Are there combinations of different types of signs?
5. Execute (action)	After deciding what to do, execute your action. (What precautions are involved when approaching an intersection?)

INDIVIDUALIZED LEARNING GUIDE #11s

Uncontrolled Intersections

Task	Rationale
1. Lane (selection and placement)	
2. Speed (controlled)	
3. Visual search (check)	
4. Signs (identify)	
5. Execute (action)	

INDIVIDUALIZED LEARNING GUIDE #12

Controlled Intersections

Task	Rationale
1. The procedures for intersecting at a controlled intersection are often identical to an uncontrolled intersection with the following addition.	
2. Regulatory devices (recognize)	The driver should be able to identify, appraise and react to signs and signals.

INDIVIDUALIZED LEARNING GUIDE #12s

Controlled Intersections

Task	Rationale
1. The procedures for intersecting at a controlled intersection are often identical to an uncontrolled intersection with the following addition.	
2. Regulatory devices (recognize)	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction Tasks

CONCEPT: 3.0 Following

PERFORMANCE OBJECTIVE: Given selected traffic situations which involve following, the student should accurately apply the Identify, Predict, Decide, Execute process to the traffic situation ahead.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guide #13	3.1 Discuss and clarify following procedures.	3.1 Student understands following procedures.
Performance route Maneuver is of high criticality	3.2 Instructor selects traffic conditions where "time interval" concept will be utilized where student applies the following distance rule.	3.2 Students will employ the "time interval" following distance rule to maintain space cushion.
Simulator films: "Moderate Traffic" "Intermediate Traffic"	3.3 Students will correctly demonstrate the following tasks to minimize possible conflicts: a. Acceleration or deceleration b. Lane change actions c. Advanced signaling	3.3 Following activities should be demonstrated on two-lane, multi-lane and expressway roadways.
	3.4 Explanation of "danger zone" and how it is influenced by speed.	3.4 Student will demonstrate proficiency in reducing following conflicts from such clues as: a. Signal lights b. Slow-moving vehicles

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		c. Turning vehicles d. Lane "jumpers" e. Pedestrians PERFORMANCE PROFICIENCY Student will perform without error the proper following procedures in various environments with emphasis on placement, communicating and avoidance of conflict.

INDIVIDUALIZED LEARNING GUIDE #13

Following

Task		Rationale
1.	Following (two second rule)	If a car is in front of you, pick an object it passes and count two seconds. If your car is past the object before the completion of your two second count, you are following too close. If you have not passed the object within two seconds, you have an adequate space.
2.	Brake lights (communication)	When the driver in front of you brakes, the brake lights should show. (What warning would indicate a reduction of speed?)
3.	Head lights (dim)	Your head lights produce a glare in the rear view mirror of drivers in front of you. You should dim lights within 300 feet.
4.	Visual search	By looking well ahead of the car being followed, you are able to identify possible conflicts early and avoid them.

INDIVIDUALIZED LEARNING GUIDE #13s

Following

Task	Rationale
1. Following (two second rule)	
2. Brake lights (communication)	
3. Head lights (dim)	
4. Visual search	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction Tasks

CONCEPT: 4.0 Being Followed

PERFORMANCE OBJECTIVE: Provided selected traffic situations, the student will demonstrate lane placement, communication and speed control to drivers following.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #14, #15s Performance route Maneuver is of high criticality Simulator films: "Moderate Traffic" "Intermediate Traffic"	4.1 Discuss and clarify being followed. 4.2 Coordination of visual search to the front and rear. Beginning driver has a tendency to focus attention in only one direction. 4.3 Maintaining space cushion to the front and rear a necessity. 4.4 Warning driver of diminishing space cushion. Sudden driver action, such as braking, requires drastic action on part of other drivers.	4.1 Student understands procedures involved in being followed. 4.2 Student will maintain visual search patterns fore and aft. 4.3 Student will adjust position through speed and steering to maintain space cushion front and rear. 4.4 Student will warn following driver by use of brake lights, signals and position. PERFORMANCE PROFICIENCY Student will demonstrate awareness of being followed by other vehicles and employ evasive actions to minimize possible conflicts. Assignment for subsequent activity: The student will study and complete Individualized Learning Guide #15s

INDIVIDUALIZED LEARNING GUIDE #14

Being Followed

Task	Rationale
1. Space cushion (flow of traffic)	Don't interrupt flow of traffic. Leave a margin of safety forward, to the rear and sides of your vehicle at all times.
2. Traffic (inform)	
a. Signal (turning off)	a. Inform driver behind of direction your vehicle will take.
b. Signal (passing)	b. Inform driver behind that a change of lanes will occur.
c. Speed (slowing)	c. Show brake lights early (controlled braking) to inform driver behind of intentions.
d. Obstructions ahead	d. Inform driver behind of dangers he may not see.
3. Tailgaters (minimize)	
a. Tap brakes	a. Informs following vehicle to slow down and maintain space cushion.
b. Change lanes	b. Allows following vehicle to overtake and pass.
c. Pull over and stop	c. Allows following driver to pass.

INDIVIDUALIZED LEARNING GUIDE #14s

Being Followed

Task	Rationale
1. Space cushion (flow of traffic)	
2. Traffic (inform)	
a. Signal (turning off)	
b. Signal (passing)	
c. Speed (slowing)	
d. Obstructions ahead	
3. Tailgaters (minimize)	
a. Tap brakes	
b. Change lanes	
c. Pull over and stop	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction Tasks

CONCEPT: 5.0 Lane Changing

PERFORMANCE OBJECTIVE: Given selected traffic situations, the student will apply the IPDE* process in making a specified lane change.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #15, #16s, #17s	5.1 Discuss and clarify lane changing procedures.	5.1 Student understands lane changing procedures.
Performance route	5.2 Demonstration of techniques needed to avoid blind spot positioning.	5.2 Demonstration of blind spot concept by stopping with parked car in blind spot.
Blind spot demonstration performed on off-street area	5.3 Demonstration of lane changing under varying traffic conditions.	5.3 Driving activities involving lane changing should include city, multi-lane and expressway roads.
Simulator films: "Moderate Traffic" "Intermediate Traffic" "Perceptive Driving"	5.4 Demonstration of proper acceleration in changing lanes.	5.4 Selected lane changing experiences should require an increase of speed.
		PERFORMANCE PROFICIENCY Student will perform proper lane changing procedures as determined by traffic conditions.
*Identify, Predict, Decide, Execute		Assignment for subsequent activity: The student will study and complete Individualized Learning Guides #16s, #17s

INDIVIDUALIZED LEARNING GUIDE #15

Lane Changing

Task	Rationale
1. Lane (selection)	Will the lane selected accomplish the driver's goals?
2. Lane (position)	Adjust the position of vehicle within the traffic pattern. Prepare to change lanes.
3. Mirrors (check)	Check to the rear and to the sides to see if a safe gap is available in the lane into which driver intends to move.
4. Signal (on)	To give other drivers concerned time to identify the signal--about three seconds. This gives the drivers time to adjust their positions if necessary.
5. Blind spot (glance)	Check over your shoulder and make sure no one is overtaking you in the lane you plan to enter. Regardless of which lane you are changing to, it is imperative to head check to prevent traffic conflicts.
6. Steer (smoothly)	When it is clear, angle vehicle smoothly and promptly to desired lane. This maintains uninterrupted traffic flow.
7. Accelerate (slightly)	Move promptly but not abruptly into the desired lane. Don't interrupt traffic flow. Lane change should be performed at the prevailing traffic speed.
8. Steer (straighten)	When vehicle has entered desired lane, center vehicle in lane.
9. Mirrors (check)	Check traffic to rear and sides.
10. Signal (off)	Turn signal off as a means of informing other drivers you have safely completed lane change.

11.	Speed (traffic flow)	Adjust speed to the flow of traffic.

INDIVIDUALIZED LEARNING GUIDE #15s

Lane Changing

Task	Rationale
1. Lane (selection)	
2. Lane (position)	
3. Mirrors (check)	
4. Signal (on)	
5. Blind spot (glance)	
6. Steer (smoothly)	
7. Accelerate (slightly)	
8. Steer (straighten)	
9. Mirrors (check)	
10. Signal (off)	
11. Speed (traffic flow)	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction Tasks

CONCEPT: 6.0 Passing

PERFORMANCE OBJECTIVE: Provided a selected passing situation, the student will execute proper methods for passing according to the correct procedure.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guide #16	6.1 Discuss and clarify passing procedures.	6.1 Student understands passing procedures.
Performance route	6.2 Execution of the passing procedure.	6.2 On command, student will correctly perform the passing procedure.
Maneuver is of high criticality	6.3 Application of IPDE technique to the passing situation.	6.3 In passing, student will apply IPDE concept in terms of:
Traffic education vehicles can alternately pass each other		a. IDENTIFY relevant cues
Simulator films: "Moderate Traffic" "Intermediate Traffic" "Perceptive Driving"		b. PREDICT their significance
		c. DECIDE what to do
		d. EXECUTE decision
	6.4 Passes at least two cars using correct procedure.	6.4 Attention is given to the importance of smoothness in the passing procedure as the speed increases.
	6.5 Demonstration of ability to identify no passing zones and situations.	6.5 Consideration is given to various areas and situations where it is not safe to pass.
	6.6 Identifies, predicts, decides and executes a "cannot pass" situation by braking and dropping back to the right lane.	6.6 The student is alert to advance hazards, and when necessary, he executes appropriate procedures to abort passing.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY Student will successfully pass other vehicles with emphasis on speed and steering control.

INDIVIDUALIZED LEARNING GUIDE #16

Passing

Task	Rationale
1. Traffic (check)	Make sure it is clear to pass (in 1968 there were approximately 10,000 fatal passing accidents). Check mirrors. Look ahead, behind and check blind spot.
2. Signal (left)	Inform others of desire to pass.
3. Steer (slightly)	Check blind spot before steering action begins.
4. Accelerate	Increase speed to overtake vehicle in minimum time and distance.
5. Horn (sound) Lights (blink)	Inform driver you are passing if situation so dictates.
6. Mirror (check)	Both headlights of vehicle being passed should be viewed in mirror to insure adequate space cushion. Consider possibility of utilizing blind spot check.
7. Signal (directional)	Inform driver you are returning to driving lane.
8. Lane change	Return to right lane of traffic as soon as space cushion is adequate. Leaving passing lane minimizes possible on-coming traffic conflict.
9. Signal (cancel)	Inform others you have completed passing maneuver.
10. Speed (maintain)	Maintain speed with flow of traffic and keep a space cushion.

INDIVIDUALIZED LEARNING GUIDE #16s

Passing

Task	Rationale
1. Traffic (check)	
2. Signal (left)	
3. Steer (slightly)	
4. Accelerate	
5. Horn (sound) Lights (blink)	
6. Mirror (check)	
7. Signal (directional)	
8. Lane change	
9. Signal (cancel)	
10. Speed (maintain)	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT B. Traffic Interaction Tasks

CONCEPT: 7.0 Being Passed

PERFORMANCE OBJECTIVE: Provided selected traffic situations, the student will demonstrate lane placement, speed control and directional control to other drivers who are passing.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #17, #18s, #19s Performance route Maneuver is of high criticality Traffic education vehicles can alternately follow each other Simulator films: "Moderate Traffic" "Intermediate Traffic" "Perceptive Driving"	7.1 Discuss and clarify being passed procedures. 7.2 Demonstration of rear view mirror usage. 7.3 Advanced planning to assist overtaking driver rather than reacting to immediate problem. Attention must be directed to the tendency of "drifting" toward the passing vehicle. 7.4 Consistent readjustment to changing traffic flow pattern.	7.1 Student understands procedures to follow while being passed. 7.2 Student will identify overtaking vehicles. 7.3 Student will adjust lane placement, speed control and directional control to allow overtaking vehicle to pass. 7.4 Student will adjust vehicle placement and speed to maintain space cushion. PERFORMANCE PROFICIENCY Student will check total traffic situation to determine conditions. Student will maintain proper lane and interval position. Student will maintain proper speed control.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY (con't.) Assignment for subsequent activity: The student will study and complete Individualized Learning Guides, #18s, #19s.

INDIVIDUALIZED LEARNING GUIDE #17

Being Passed

Task	Rationale
1. Lane position (maintain)	Vehicle must have space to pass; do not crowd passing vehicle. (What would happen if vehicle were moved toward center line while being passed?)
2. Speed (maintain)	Speed should be maintained so passing vehicle is aware of the speed which he and passed vehicle are traveling. If passed vehicle slows down, this may affect or distort the judgment of passing driver as to when he should proceed into other lane.
3. Traffic (check)	Mirrors should be checked to make sure there are no other vehicles attempting to pass or approaching from rear. Must make visual check forward to check for on-coming vehicles. Visual check forward to see that passing vehicle does not return to your lane suddenly. Constant preparation for evasive action must be maintained.

INDIVIDUALIZED LEARNING GUIDE #17s

Being Passed

Task	Rationale
1. Lane position (maintain)	
2. Speed (maintain)	
3. Traffic (check)	

UNIT C: Special Maneuver Tasks

UNIT OBJECTIVE: The student will identify the various types of turnabouts and parking and demonstrate competencies in performing the various tasks.

1.0 Parking
2.0 Turnabouts

Simulator films:

Special Maneuvers
Shift For Yourself

(These films are suggested for use if your school uses simulation.)

UNIT C. Special Maneuver Tasks

CONCEPT: 1.0 Parking (parallel)

PERFORMANCE OBJECTIVE: The student will perform the parallel parking maneuver in an appropriate traffic environment.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #18, #19, #20s, #21s Performance route Simulator films: "Special Maneuvers" "Shift For Yourself"	1.1 Discuss and clarify parallel parking procedures. 1.2 Instructor will verbally assist student in the performance of parallel parking a vehicle as indicated in Individualized Learning Guides #18, #19.	1.1 Student understands parallel parking procedures. 1.2 Student will demonstrate braking, steering, and speed control in this maneuver. Student should state the correct answers to the following: a. Direction the steering wheel must be turned. b. Direction front of vehicle will move. c. Two primary danger fenders. Student will perform the parallel parking maneuver safely as indicated in Individualized Learning Guides #18, #19. PERFORMANCE PROFICIENCY Student will perform correctly the parallel parking maneuver in a selected traffic environment.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY (con't.) Assignment for subsequent activity: The student will study and complete Individualized Learning Guides #20s, #21s

INDIVIDUALIZED LEARNING GUIDE #18

Parallel Parking

Task		Rationale
1.	Traffic (check)	Watch for parallel parking spot. Be aware of cars leaving space. NOTE: Parallel parking can be performed either on left or right side of roadway.
2.	Mirrors (check)	Watch for traffic close behind. Show brake lights early to let drivers behind know you intend to stop.
3.	Signal (hand and brake)	Give early indication to allow driver in rear to adjust speed or position.
4.	Stop	Stop parallel two to three feet from parked car in front of the parking space with rear bumpers aligned.
5.	Traffic (check)	Driver must check to the rear to make sure he has room to start parking procedure. (How long is your car? How long is the space?)
6.	Shift ("R")	Place shift lever in reverse.
7.	Steer (sharply)	Driver must turn steering wheel to move the rear of the car into parking space. Back slowly. Check to sides, front and rear for all possible traffic hazards. Two fenders are usually critical points.
8.	Steer (straighten)	Vehicle must enter space.
9.	Steer (sharply)	Front of vehicle must be placed within space.
10.	Wheels (straighten)	When vehicle is nearly parallel with curb, straighten wheels.

11.	Placement (centered)	Place gear shift in drive, move forward and center vehicle in lane. Must be a maximum of 18 inches from curb.
12.	Parking on a grade	Upgrade-wheels turned away from curb. Downgrade-wheels turned toward curb. Grade with curb-wheels turned toward edge of roadway.
13.	Vehicle (secure)	Secure vehicle once the parking procedure has been completed.

INDIVIDUALIZED LEARNING GUIDE #18s

Parallel Parking

Task	Rationale
1. Traffic (check)	
2. Mirrors (check)	
3. Signal (hand and brake)	
4. Stop	
5. Traffic (check)	
6. Shift ("R")	
7. Steer (sharply)	
8. Steer (straighten)	
9. Steer (sharply)	
10. Wheels (straighten)	
11. Placement (centered)	
12. Parking on a grade	
13. Vehicle (secure)	

INDIVIDUALIZED LEARNING GUIDE #19

Parallel Park - Leaving Curb

Task	Rationale
1. Mirrors (check)	Always check to rear for pedestrians, traffic, etc. before starting to back.
2. Shift ("R")	Place foot on brake and shift lever to reverse before backing.
3. Brake (stop)	Do not touch car behind. Make sure to look in proper direction until vehicle comes to a complete stop.
4. Shift ("D")	Place foot on brake and gear shift selector in drive.
5. Signal (direction)	Use directional signal. The car behind may block signal and tail lights--need for hand signal.
6. Head check (glance)	Blind spot checked before moving into traffic.
7. Steer (sharply)	A sharp turn is usually needed to leave parking space. (Which fenders are danger points?)
8. Front fender (check)	Check the front fender and overtaking traffic as vehicle begins to move into the lane.
9. Steer (recovery)	Straighten wheels so vehicle doesn't cross over into opposing traffic lane. Check rear fender. Position in lane.
10. Lane (position)	Vehicle must be centered in lane as you proceed with traffic flow.
11. Signal (cancel)	Your vehicle may not automatically cancel the signal.

INDIVIDUALIZED LEARNING GUIDE #19s

Parallel Park - Leaving Curb

Task	Rationale
1. Mirrors (check)	
2. Shift ("R")	
3. Brake (stop)	
4. Shift ("D")	
5. Signal (direction)	
6. Head check (glance)	
7. Steer (sharply)	
8. Front fender (check)	
9. Steer (recovery)	
10. Lane (position)	
11. Signal (cancel)	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT C. Special Maneuver Tasks

CONCEPT: 1.0 Parking (angle)

PERFORMANCE OBJECTIVE: The student will perform the angle parking maneuver in an appropriate traffic environment.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #20, #21, #22s, #23s, #24s Performance route Simulator films: "Special Maneuvers" "Shift For Yourself"	2.1 Clarify and discuss angle parking procedures. 2.2 Various types of angle parking maneuvers will be utilized. 2.3 Instructor will verbally assist student in the performance of angle parking a vehicle as indicated in Individualized Learning Guides #20, #21.	2.1 Student understands procedures for angle parking. 2.2 Student will demonstrate steering, braking, and speed control in performing maneuver. 2.3 Student will perform both angle and perpendicular maneuvers. PERFORMANCE PROFICIENCY Student will correctly perform angle parking maneuvers in selected traffic environments. Assignment for subsequent activity: The student will study and complete Individualized Learning Guides #22s, #23s, #24s.

INDIVIDUALIZED LEARNING GUIDE #20

Angle Parking - Entering

Task	Rationale
1. Traffic (check)	Driver must make sure path is clear to make maneuver. NOTE: Angle parking can be performed on either left or right side of roadway.
2. Signal (on)	Inform other drivers of your intentions.
3. Brake (reduce)	Maneuver must be made at a slow controlled speed.
4. Lane (placement)	Placement is very important, especially in one-way traffic. Driver must be in position to begin turning procedure by utilizing all available space.
5. Steering (direction)	Approach the parking space at the best possible angle. Check primary danger points. (Which two fenders should be checked?)
6. Steer (recovery)	Straighten wheels so vehicle is centered in space. Be extremely careful to observe front fender and back fender. Let vehicle move slowly forward until front wheels touch the curb.
7. Brake (stop)	Complete maneuver by securing vehicle.

INDIVIDUALIZED LEARNING GUIDE #20s

Angle Parking - Entering

Task	Rationale
1. Traffic (check)	
2. Signal (on)	
3. Brake (reduce)	
4. Lane (placement)	
5. Steering (direction)	
6. Steer (recovery)	
7. Brake (stop)	

INDIVIDUALIZED LEARNING GUIDE #21

Angle Parking - Exiting

Task	Rationale
1. Mirrors (check)	Driver needs to know if the path is clear before starting the maneuver.
2. Shift ("R")	Prepare vehicle for backward motion.
3. Traffic (check)	Other vehicles may be exiting from other side. Make sure path is clear for making the maneuver.
4. Back (straight)	Back until front of vehicle has clearance to perform turning. Clearance conditions vary. (Which are the two most dangerous points of conflict?)
5. Steer (direction)	Correct direction. The street could be one-way, parking on left permitted. Turn vehicle into nearest lane.
6. Steer (recovery)	Straightened for correct lane placement. Vehicle should be centered in traffic lane with wheels straight.
7. Brake (stop)	Complete maneuver. Prepare vehicle for forward movement. Check for overtaking vehicles.
8. Shift ("D")	To begin forward movement procedure.

INDIVIDUALIZED LEARNING GUIDE #21s

Angle Parking - Exiting

Task	Rationale
1. Mirrors (check)	
2. Shift ("R")	
3. Traffic (check)	
4. Back (straight)	
5. Steer (direction)	
6. Steer (recovery)	
7. Brake (stop)	
8. Shift ("D")	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT C. Special Maneuver Tasks

CONCEPT: 2.0 Turnabout (two-point turn)

PERFORMANCE OBJECTIVE: The student will perform a two-point turn in the traffic environment.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guide #22 Simulator films: "Special Maneuvers" "Shift For Yourself"	2.1 Discuss and clarify two-point turnabout procedure. 2.2 The instructor will assist the student verbally in the performance of a two-point turn as indicated in Individualized Learning Guide #22. 2.3 Instructor will evaluate the placement, backing and merging performances.	2.1 Student understands two-point turnabout procedure. 2.2 Student will perform a two-point turn emphasizing speed, steering and braking control. 2.3 Student will demonstrate yielding and merging concepts. PERFORMANCE PROFICIENCY Student performance proficiency will be assessed by execution of a two-point turn.

INDIVIDUALIZED LEARNING GUIDE #22

Two-Point Turn

Task	Rationale
1. Turn (left)	Following turn, driver will begin turnabout maneuver.
2. Brake (stop)	Complete left turn.
3. Traffic (check)	Driver must determine a clear path of movement.
4. Shift ("R")	Driver should make sure vehicle is in reverse.
5. Back (intersection/roadway)	Approaching traffic has right-of-way.
6. Brake (stop)	Driver does not want to enter roadway without making constant traffic checks.
7. Traffic (check)	Driver must be aware of traffic in roadway. There must be enough room to complete the maneuver safely.
8. Steering (turn)	Turn is made into right lane.
9. Brake (stop)	Complete two-point turn. Check for overtaking traffic.
10. Shift ("D")	Two-point turn has been completed and driver is ready to move in forward direction.

INDIVIDUALIZED LEARNING GUIDE #22s

Two-Point Turn

Task	Rationale
1. Turn (left)	
2. Brake (stop)	
3. Traffic (check)	
4. Shift ("R")	
5. Back (intersection/roadway)	
6. Brake (stop)	
7. Traffic (check)	
8. Steering (turn)	
9. Brake (stop)	
10. Shift ("D")	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT C. Special Maneuver Tasks

CONCEPT: 2.0 Turnabout (Y or three-point turn)

PERFORMANCE OBJECTIVE: The student will perform a three-point turn in the traffic environment.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guide #23 Performance route Maneuver is of high criticality Simulator films: "Special Maneuvers" "Shift For Yourself"	2.1 Discuss and clarify Y turnabout. 2.2 The instructor will assist student verbally in the performance of a three-point turn as indicated in Individualized Learning Guide #23. 2.3 Instructor will analyze turning, placement and backing performance.	2.1 Student understands Y turnabout procedure. 2.2 Student will perform a three-point turn emphasizing placement, steering control and speed control. 2.3 Student will demonstrate maneuver in a manner to minimize conflict with other traffic. PERFORMANCE PROFICIENCY Student will be assessed on his execution of a three-point turn

INDIVIDUALIZED LEARNING GUIDE #23

Three-Point Turn

Task	Rationale
1. Traffic (check)	Determine traffic flow.
2. Signal (right)	Informs other drivers of intention to move to right edge of pavement.
3. Brake (slightly)	Speed control in preparation for turn-around.
4. Traffic (check)	Determine traffic flow.
5. Signal (left)	Informs other drivers of intention to enter traffic.
6. Steer (sharply)	Damaging to power steering units to turn wheels sharply while vehicle is not in motion. Safest to complete as much of the turn as possible in the first turn.
7. Signal (cancel)	You have informed other drivers that a part of the maneuver has been completed.
8. Shift ("R")	Prepare vehicle for backward motion.
9. Traffic (check)	Determine if clear path is available to complete maneuver.
10. Steer (sharply)	Position vehicle for completion of maneuver.

11.	Stop	Continue looking to rear until stop is complete.
12.	Shift ("D")	Prepare for forward motion.
13.	Traffic (check)	Determine if roadway is clear.
14.	Accelerate	Blend with traffic.

INDIVIDUALIZED LEARNING GUIDE #23s

Three-Point Turn

Task	Rationale
1. Traffic (check)	
2. Signal (right)	
3. Brake (slightly)	
4. Traffic (check)	
5. Signal (left)	
6. Steer (sharply)	
7. Signal (cancel)	
8. Shift ("R")	
9. Traffic (check)	
10. Steer (sharply)	
11. Stop	

12. Shift ("D")

13. Traffic (check)

14. Accelerate

UNIT C. Special Maneuver Tasks

CONCEPT: 2.0 Turnabout (U-Turn)

PERFORMANCE OBJECTIVE: The student will perform a U-turn in the traffic environment.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guide #24	2.1 Discuss and clarify U-turn.	2.1 Student understands U-turn procedures.
Simulator films: "Special Maneuvers" "Shift For Yourself"	2.2 The instructor will assist the student verbally in the performance of a U-turn as indicated in Individualized Learning Guide #24.	2.2 Student will perform U-turn emphasizing yielding, steering and speed concepts.
	2.3 The instructor will emphasize that such a maneuver is of high criticality.	2.3 Student will make a U-turn only at legally designated areas of the roadway.
		PERFORMANCE PROFICIENCY Student will execute a U-turn.
		Assignment for subsequent activity: The student will review Individualized Learning Guides #4, #5, #7, #10, #11, #12, #18, #19, #20, #21, #23, #24.

INDIVIDUALIZED LEARNING GUIDE #24

U-Turn

Task	Rationale
1. Traffic (check)	Be certain the roadway is clear of traffic. (What does Montana code require for a U-turn to be legal?)
2. Traffic (check mirrors)	Is a vehicle tailgating? Is a vehicle approaching rapidly from behind?
3. Signal (on)	Informs other drivers of your intention to move to right side of roadway.
4. Foot brake (on)	To slow vehicle, enabling the driver to begin turning to the right.
5. Steer (to right side of roadway)	Positions vehicle to successfully make the U-turn.
6. Traffic (check)	Be sure you will have a clear roadway to complete entire maneuver.
7. Signal (on)	Informs other drivers of your intentions to turn left in roadway.
8. Steer (sharp left)	Complete turn in a single motion by turning the steering wheel as far to the left as possible.
9. Signal (cancel)	Did signal cancel automatically?
10. Lane (placement)	Get vehicle centered in proper driving lane.
11. Speed	Accelerate to normal traffic speed.

INDIVIDUALIZED LEARNING GUIDE #24s

U-Turn

Task	Rationale
1. Traffic (check)	
2. Traffic (check mirrors)	
3. Signal (on)	
4. Foot brake (on)	
5. Steer (to right side of roadway)	
6. Traffic (check)	
7. Signal (on)	
8. Steer (sharp left)	
9. Signal (cancel)	
10. Lane (placement)	
11. Speed	

UNIT D: Traffic Environment Tasks

UNIT OBJECTIVE: The student will identify the possible traffic situations associated with each of the environments and determine methods to minimize such conflicts.

1.0 Residential
2.0 Urban
3.0 Expressway
4.0 Rural

Simulator films:

Moderate Traffic
Complex Traffic
Expressways Are Different
Hit The Highways

(These films are suggested for use if your school uses simulation.)

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT D. Traffic Environment Tasks

CONCEPT: 1.0 Residential

PERFORMANCE OBJECTIVE: The student will operate the vehicle in a safe, conscientious manner demonstrating proper driving techniques while driving in a residential area.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Review Individualized Learning Guides #4, #5, #7, #10, #11, #12, #18, #19, #20, #21, #23, #24 Performance route Simulator film "Moderate Traffic"	1.1 Develop student's ability to draw together previously learned driving techniques that lend themselves to safe and proper residential driving. 1.2 Develop student's ability to recognize potential traffic hazards associated with residential driving. 1.3 Evaluate student's ability to drive safely and properly in a residential area and instruct student in review of residential driving as needed.	1.1 Develop a skill in incorporating previously learned driving techniques to augment safe and proper residential driving. 1.2 Develop skill in recognizing potential traffic hazards associated with residential driving. 1.3 Develop driving behaviors to minimize possible traffic conflicts. PERFORMANCE PROFICIENCY Student will demonstrate proficiency in residential driving. Student will verbally define a minimum of five high criticality maneuvers associated with residential driving.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY (con't.) Student will demonstrate knowledge of potential dangers associated with residential driving. Student will demonstrate driving techniques to minimize possible driving conflicts. Assignment for subsequent activity: The student will review Individualized Learning Guides #6, #13, #14, #15, #16, #17.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT D. Traffic Environment Tasks

CONCEPT: 2.0 Urban

PERFORMANCE OBJECTIVE: The student will be able to operate his vehicle in a safe, conscientious manner demonstrating proper driving techniques while driving in the city traffic environment.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Review Individualized Learning Guides #5, #6, #10, #11, #12 #13, #14, #15, #16, #17 Performance route Simulator film "Complex Traffic" Individualized Learning Guides #25s, #26s	2.1 Develop student's ability to draw together previous learned driving techniques that lend themselves to safe and proper city driving. 2.2 Develop student's ability to recognize potential traffic hazards associated with city driving. 2.3 Evaluate student's ability to drive safely and properly in a city traffic situation.	2.1 Develop a skill in incorporating previously learned driving techniques to augment safe and proper city driving. 2.2 Develop a skill in readily recognizing potential traffic hazards associated with city driving. PERFORMANCE PROFICIENCY Student will demonstrate proficiency in city driving. Student will demonstrate knowledge of potential dangers associated with city driving by his display of defensive driving techniques. Assignment for subsequent activity: The student will study and complete Individualized Learning Guides #25s, #26s.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT D. Traffic Environment Tasks

CONCEPT: 3.0 Expressway

PERFORMANCE OBJECTIVE: The student will operate a vehicle on a four-lane, controlled access roadway in a safe, conscientious manner demonstrating proper driving techniques for the situation.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Individualized Learning Guides #25, #26 Review Individualized Learning Guides #10, #13, #14, #15 Simulator film "Expressways Are Different"	3.1 Discuss and clarify procedures required to safely enter and exit expressway. 3.2 The instructor will verbally instruct student in the performance of the driving task on a multi-lane road and will make reference to the following hazards: a. Excessive speed b. Merging lanes c. Sudden deceleration d. Signs common to multi-lane roads e. Straddle lane f. Proper following distance g. Lane selection 3.3 The instructor will assist the student verbally in the selection of a safe [illegible]	3.1 Student understands procedures used to safely enter and exit an expressway. 3.2 Student will perform the task of driving on a multi-lane road and will become aware of possible and common hazards of multi-lane roadways. 3.3 Student will perform the task of entering a multi-lane roadway

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	roadway as indicated in Individualized Learning Guide #25.	indicated in Individualized Learning Guide #25.
	3.4 The instructor will verbally assist the student in the performance of exiting from a multi-lane roadway as indicated in Individualized Learning Guide #26.	3.4 Student will perform the task of exiting from a multi-lane roadway as indicated in Individualized Learning Guide #26.
		PERFORMANCE PROFICIENCY
		Student will be assessed on his operation of a vehicle while entering, traveling on and exiting from a multi-lane roadway.
		Assignment for subsequent activity:
		The student will review Individualized Learning Guides #10, #11, #12, #13, #14, #16, #17.

INDIVIDUALIZED LEARNING GUIDE #25

Entering A Multi-Lane Road

Task	Rationale
1. Visual search	Visually check traffic to the rear and approaching traffic in lane you wish to enter to avoid possible traffic conflicts.
2. Signal (left)	To communicate to driver following your vehicle your intention to change lanes to avoid possible interruption of traffic flow.
3. Accelerate	Adjust vehicle speed to speed of traffic in lane you have entered. Avoid, if possible, interruption of moving traffic.
4. Signal (cancel)	Signal must be cancelled to avoid confusing drivers following your vehicle as to your intention of an additional maneuver.

INDIVIDUALIZED LEARNING GUIDE #25s

Entering A Multi-Lane Road

Task	Rationale
1. Visual search	
2. Signal (left)	
3. Accelerate	
4. Signal (cancel)	

INDIVIDUALIZED LEARNING GUIDE #26

Exiting From A Multi-Lane Road

Task	Rationale
1. Visual search	Visually check traffic to the rear and ahead to insure your anticipated maneuver will not cause traffic conflicts.
2. Signal (right)	To communicate to the driver following your vehicle your intention to change lanes.
3. Exit	Gradually turn right to leave the expressway.
4. Decelerate	To posted speed of deceleration lane to avoid traffic conflicts.
5. Signal (cancel)	To avoid confusing following traffic.

INDIVIDUALIZED LEARNING GUIDE #26s

Exiting From A Multi-Lane Road

Task	Rationale
1. Visual search	
2. Signal (right)	
3. Exit	
4. Decelerate	
5. Signal (cancel)	

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT D. Traffic Environment Tasks

CONCEPT: 4.0 Rural

PERFORMANCE OBJECTIVE: The student will operate his vehicle in a safe and conscientious manner demonstrating proper driving techniques while driving in a rural traffic environment.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Review Individualized Learning Guides #10, #11, #12, #13, #14, #16, #17 Simulator film "Hit The Highways"	4.1 The instructor will verbally assist the student driving in a rural environment and emphasize the following: a. Interpretation and proper response to signs, signals, and pavement markings. b. Importance of visual search. c. Speed control. d. Awareness of hazards indicative of rural areas, such as: 1. Flying rocks hitting car on gravel road. 2. Steering control on gravel road. 3. Open range or herd law of Montana. 4. Farm machinery moving slowly on road.	4.1 The student will demonstrate skill in driving in a rural environment including the following: a. Proper interpretation and timely response to signs, signals, and pavement markings. b. Proper understanding of and adjusting to rural environment considering varying conditions including speed control. c. Adequate visual search. d. Driving on narrow, often unmarked roads. e. Dealing with an open range situation.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
	5. Dusty conditions affecting visibility.	PERFORMANCE PROFICIENCY Student will demonstrate with proficiency rural driving skill. Student will demonstrate knowledge of potential dangers associated with rural driving and control vehicle accordingly in the driving task.

UNIT E: Critical Situation Tasks

UNIT OBJECTIVE: The student will determine an appropriate plan of action, including the necessary strategies and tactics, for the various situations that are to be encountered under emergency situations and adverse conditions.

1.0 Vehicle Malfunctions
2.0 Traction Loss

Simulator films:

Hazardous Situations
Winterproof Your Driving

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT E. Critical Situation Tasks

CONCEPT: 1.0 Vehicle Malfunction

PERFORMANCE OBJECTIVE: The student will demonstrate proper reaction to various vehicle malfunctions.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Performance route Simulator film "Hazardous Situations"	1.1 The instructor will assist the student in executing the proper reaction to an engine failure while the vehicle is in motion by turning ignition off while vehicle is moving.	1.1 Student will be able to properly start an engine while vehicle is in motion.
	1.2 The instructor will assist student in proper reaction to vehicle failures in terms of corrective action, lane selection, off roadway placement and possible hazards of situation. a. Loss of power assist in steering and braking. b. Proper emergency procedures for accelerator sticking or tire failure. c. Possible malfunction of warning devices on vehicle.	1.2 Student will perform the following simulated malfunctions: a. Accelerator stuck b. Power steering failure c. Power brake failure d. Tire failure PERFORMANCE PROFICIENCY Student will turn off and restart while vehicle is in motion.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
		PERFORMANCE PROFICIENCY (Con't.) Student will simulate specific vehicle malfunctions and demonstrate proper corrective actions. Assignment for subsequent activity: Development of procedural guides for selected vehicle malfunctions.

MONTANA OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
INDIVIDUALIZED PERFORMANCE CURRICULUM FOR TRAFFIC EDUCATION

UNIT E. Critical Situation Tasks

CONCEPT: 2.0 Traction Loss

PERFORMANCE OBJECTIVE: The student will demonstrate proper reaction to a real or simulated traction loss.

INSTRUCTIONAL PROGRAMMING	INSTRUCTOR PERFORMANCE	STUDENT PERFORMANCE
Performance route Off-street area for demonstration Maneuver is of high criticality Simulator films: "Hazardous Situations" "Winterproof Your Driving"	2.1 The instructor will verbally assist a student in a simulated vehicle traction loss due to leaving and making off-road recovery. 2.2 The instructor will select proper area for skid recovery practice.	2.1 The student will demonstrate the proper procedure for off-road recovery maneuver. 2.2 The student will demonstrate techniques in skid recovery. PERFORMANCE PROFICIENCY Student proficiency will be assessed by his reaction to traction loss. Assignment for subsequent activity: Development of procedural guides for selected traction loss situations.

APPENDICES

EXHIBIT A.

TRAFFIC ENVIRONMENT ASSESSMENT

NAME: ADDRESS: PHONE: PERMIT NO.

UNIT A: BASIC CONTROL TASKS

	ENTRY	Driving Activity 2	3	4	5	FINAL
1. VEHICLE FAMILIARIZATION						
Safety features not known						
Controls not understood						
Gauges not understood						
2. PRE-START						
Doors not locked						
Seat not adjusted						
Mirrors not adjusted						
Restraint not fastened						
3. STARTING						
Brakes not utilized						
Shift improper						
Gas pedal not utilized properly						
Gauges not checked						
4. ENTERING ROADWAY						
Shift improper						
Mirror not checked						
Traffic check improper						
Signal not given						
Driver fails to yield						
BRAKING						
Mirrors not checked						
Speed not reduced						
Lane selection and position improper						
Brakes hard						
6. TURNING (left, right)						
Lane selection and position improper						
Turn not indicated						
Visual search weak						
Improper speed						
7. BACKING						
Driver position improper						
Visual search inadequate						
Speed control inadequate						
Danger points not checked						
8. RETURNING TO CURB AND SECURING						
Signal improperly						
Shifts to improper gear						
Key not removed						
Door not locked						

UNIT B: TRAFFIC INTERACTION

	ENTRY	Driving Activity 2	3	4	5	FINAL
1. LANE PLACEMENT						
Selection and position improper						
Visual search inadequate						
Control not constant						
Not aware of other traffic						
2. INTERSECTING						
Visual search inadequate						
Speed not controlled						
Right of way not understood						
Lane selection and position improper						
3. FOLLOWING						
Visual search inadequate						
Speed not controlled						
Space cushion inadequate						
Lane position improper						
4. BEING FOLLOWED						
Mirror not checked						
Visual search inadequate						
Speed adjustment improper						
Communication to other drivers weak						
5. LANE CHANGING						
Mirrors not checked						
Signal not given						
Blind spot not checked						
Speed control inadequate						
6. PASSING						
Visual search inadequate						
Acceleration inadequate						
Communication to other drivers weak						
Space cushion inadequate						
7. BEING PASSED						
Mirrors not checked						
Speed control inadequate						
Lane position improper						
Space cushion inadequate						

UNIT C: MANEUVERS

	ENTRY	Driving Activity 2	3	4	5	FINAL
1. PARKING (Hills, Angles, Parallel)						
Lane position improper						
Visual search inadequate						
Steering control inadequate						
Improper speed adjustment and stopping						
2. TURNABOUTS (U, Y & Driveway Turns)						
Lane position improper						
Visual search inadequate						
Steering control inadequate						
Danger points not observed						

UNIT D: TRAFFIC ENVIRONMENTS

1. RESIDENTIAL						
Sign, signal and markings not noticed						
Speed not controlled						
Visual search inadequate						
Does not adjust to traffic condition						
2. CITY						
Sign, signal and markings not comprehended						
Lane selection and position improper						
Visual search inadequate						
Awareness of traffic conditions inadequate						
3. EXPRESSWAYS						
Entry improper						
Lane selection and position improper						
Space cushion inadequate						
Exiting improper						
4. RURAL						
Sign, signal and markings not understood						
Speed not controlled						
Visual search inadequate						
Road surface awareness inadequate						

UNIT E: CRITICAL SITUATIONS

1. VEHICLE FAILURE						
Response selection improper						
Speed not controlled						
Steering control inadequate						
Off road placement inadequate						
2. TRACTION LOSS						
Response selection improper						
Steering control inadequate						
Speed not controlled						
Braking improper						

TRIP	DATE	EVALUATOR	PER. GR.	TRIP	EVALUATOR	PER. GR.
1				4		
2				5		
3				6		

ACHIEVEMENT LEVELS: A= EXCELLENT, B = ABOVE AVERAGE, C = SATISFACTORY
D = BELOW AVERAGE, NA = NOT ACCEPT

EXHIBIT B.
TRAFFIC EDUCATION INSTRUCTIONAL PROGRAMMING IDEAS

Dr. Arthur W. Coombs, social psychologist at the University of Florida, in his writing and speeches, reminds us that learning is a human problem having two parts to the equation. One part is acquiring new information and the second part is discovering personal meaning for the new information so that one behaves differently. We have become quite proficient in achieving the first part of the equation, aided by films, educational television, overhead projectors, computer assisted instruction and other devices. Now we must learn to use these devices, and other teaching strategies, to accomplish the second part of the equation.

The personal meaning concept is particularly relevant to traffic education. Students can make a perfect score on a "rules of the road" written test, and then proceed to violate every one of them. Therefore, teachers must cultivate a style of teaching effective in getting "under the skin" of students so they behave differently as a result of the learning experience. The following discussion presents some hypotheses about how that result might be achieved.

Challenging Students Through the Competency Motive

Traffic Education will be effective to the degree that it is successful in cultivating the admiration of, and confidence in, intelligent and skilled performance with respect to traffic related behavior. Almost every young person is highly motivated to drive, but the teacher's challenge is to use this intrinsic desire as a springboard to helping young people acquire a complete and accurate picture of their role in the highway transportation system. The student must view traffic as an adult activity requiring all of man's powers of observation, judgment, decision making and performance abilities. Then we must demonstrate to youth the positive methods that will help them to acquire the capabilities needed to function as competent individuals. Fear of an accident, fear of legal punishment and other negative forces are good methods of restraint, and almost everyone at times needs these emotional repulsions. They should be used to break up bad habits, and to restrain the recklessness of overadventurous drivers. However, they do not create anything. Building up expert performance is founded emotionally on the positive attraction of skill, self-control, responsibility, maturity, good sportsmanship, accurate thinking habits, empathy and competency itself. Perhaps we err in emphasizing the driving competence as an end. In some cases it might be, for example, to the youth who received an award for good driving, or the commercial driver who received an extra bonus for rolling up so many miles of accident-free driving. But under most conditions driving competence serves as a means to ends, such as increased mobility and independence and increased probability of achieving short and long range aspirations. Furthermore, interest, pleasure and satisfaction increase as we become more proficient in a given task. These are the reasons for becoming the best that one is capable of becoming as a highway user and traffic citizen.

Inquiry As A Teaching Strategy

Most of the "content" in this curriculum appears in the form of generalizations that need to be developed or "discovered." In some cases the most efficient way is to start with the generalization and proceed to develop it with supporting

generalizations and facts. Teaching the concept of hydroplaning is an example. It took years for anyone to "discover" this concept as it applies to vehicular driving, so the teacher would simply use illustrative materials and appropriate techniques to help students internalize the meaning of the term and the implications for driving behavior.

In other cases students should be guided through an inquiry process to formulate generalizations which they find meaningful in light of their experiences. An inquiry approach to learning begins with a situation, problem or question that arouses the student's curiosity. The next step is a statement, in general terms, of an explanation or solution. This statement is called a hypothesis. Now, the class and the teacher look for information or evidence to help support the hypothesis. If the evidence seems to prove the validity of the hypothesis, then a temporary or tentative statement (generalization) is made. The class then may look at similar problems and see if the generalization can be applied to other situations. Obviously, such a reflective process occurs only in a climate that affords freedom for the student to explore, test ideas, make mistakes and ultimately "discover" new insights.

When using inquiry in the classroom the teacher takes on a new role. In addition, to "setting up" the inquiry, he supplies continuing stimulus, support and guidance along the way. His main objective is to help the students see the range of alternative points of view or ways of dealing with a problem. Although students must be encouraged to doubt and question, the teacher must guide them toward realistic assessments and away from snap judgments and panaceas. In so doing, however, he should avoid making harsh judgments of student responses, or students will respond only when they feel sure of the "correctness" of their remarks (or will not respond at all). Such a consequence diminishes the learning potential of the process. Instead, the teacher has to create an atmosphere in which the students feel that their ideas and opinions are considered worthwhile and valuable.

The multiple cause concept will be used to demonstrate how the inquiry method could take place in traffic education.

> First, the teacher presented the class with a diagram and verbal description of a one-car, run-off-roadway type of traffic accident. A police report said "excessive speed" was the cause of the accident, but a more complete analysis revealed eight other "probable contributing factors." After the students were given this information, the teacher asked "What is the cause of the accident?" Student responses covered the whole range of factors, but left the question unanswered. Finally, a student suggested that the cause is a combination of all the factors that contributed to the accident. The class then formulated this tentative generalization: Traffic accidents are due to a combination of closely interacting driver, vehicle and roadway factors.
>
> For homework the teacher assigned three other cases for the students to analyze as a means of testing their tentative generalization. When the class met again, the students agreed that their formulated generalization appeared to apply to all accidents. The inquiry process continued when the teacher raised these follow-up questions:
>
> > What does the generalization mean (implications) for driving behavior and traffic safety programming?

Does the multiple cause concept apply to events outside highway traffic?

This example suggests the potential of the inquiry process for use in Traffic Education.

Nothing is particularly difficult or mysterious about the use of an inquiry method of teaching. The process simply exploits the young persons natural tendency to inquire. This natural tendency may have been broken by making students follow the teacher's lead and come up with "right" answers (the most common form of teaching), but well-planned learning situations can revive their curiosity. Bruner describes an experiment that employed the game of Twenty Questions. Learners were told that a car ran off the road and hit a tree, and they were to ask questions that could be answered "yes" or "no" to discover the cause of the accident. Through this device (game) young people learned how to acquire and relate information, test hypotheses and solve problems. Other ideas for exploiting the potential of inquiry were described under the "method" section of various episodes.

In the preceding example, students asked the probing quiestions, but a more common inquiry technique finds the teacher raising questions that lead to an insight. The key to effectiveness in the inquiry process is to ask the right questions at the right time on the right issue. To develop young minds into thinking critically and rationally, teachers must control the natural tendency to provide answers. They should ask more questions than they answer. Here we are referring to questions that require synthesis, analysis or evaluation, as opposed to recall type questions.

Many of the generalizations in this study could be re-stated as questions. For example:

The desire for status and security within a preferred group has a strong influence on risk acceptance.

Can easily be changed to this question:

To what extent and what ways does our desire for status and security within a preferred group influence risk acceptance in driving?

In response to this question, and other probing questions, students can be led to a discovery of inner feelings that motivate their behavior. How ineffective it would be to handle this segment of learning by the telling process.

Are we in Traffic Education utilizing this strategy of teaching to the degree warranted by its potential? For the most part our written and spoken words appear to be prescriptive in nature--"do this", "don't do that." Can our curriculum be free of admonishing, dogmatic, "talking-down" statements, and instead replaced by "if then" statements so that the reason is implied? Furthermore, can we develop at least some ideas inductively so that students see the need and "feel" the basis for the desired behavior? Ideas that students develop are more meaningful and remembered longer than the ideas handed down to them or imposed upon them. True, this method is slower, but if the learning results are more significant additional time represents a small price to pay. Teaching a few basic concepts profoundly is better than "covering" a large body of content superficially. Our task is not to "cover" material, but rather to "unmask" or analyze ideas that

increase the student's ability to direct his subsequent behavior intelligently.

When inquiry is used effectively in appropriate topical areas, knowledge of subject matter unfolds for the student and at the same time he is cultivating an attitude (inquiring mind) toward learning of far reaching value. For these reasons, the inquiry method furnishes the teacher with an effective strategy for accomplishing the objective of traffic education.

In the "new math", students learn how to derive their own mathematical rules, so they are equipped to handle the more complicated mathematical problems they will encounter in the future. No one can predict what kinds of mathematics will be required of people twenty years from now; similarly, who can say what kind of traffic conditions will confront drivers in the future. Therefore, in traffic education, as in mathematics, we need to consider a teaching process that develops the student's ability to think independently and to adapt to a changing traffic world. The curriculum has to be organized not so much to teach subject matter, as to make fundamental the processes of conceptual thought that have permanent value. This suggests a "new" Traffic Education.

Values and Teaching*

The Traffic Education teacher faces the challenges of helping young people to develop a validated, usable system of values about traffic related matters. As previously suggested, a value results from activation of both the cognitive and affective domains, the linking of thought and knowledge with feelings and emotions. Teachers sometimes talk about changing attitudes and values as though the process occurred in a vacuum apart from any subject matter. Valuing goes along with content. The value must be toward something, and, to understand something so that a value can be placed on it, the person uses his intellectual abilities to evaluate information about the object, person or situation. In short, value issues act as coordinating concepts for most subject matter and provide a kind of substructure in the curriculum.

Values develop out of our experiences and serve to guide where we go and what we do with our lives. They are reflected in our aspirations, interest, feelings, beliefs and activities. Values are an integral part of our thought process involving more than simple right or wrong, good or bad, true or false. Living in general and driving in particular involves a weighing and balancing of conflicting demands, and finally an action that reflects a multitude of choices. Are we going to be a good "social citizen" and have another drink or be a good "traffic citizen" and refuse? In this situation two persons with the same amount of information about alcohol and driving may respond differently because of a value difference. Many critical choices of individuals as highway users and traffic citizens are choices of value (time, risk, status and others). There is strong support for the notion that values must be added to the list of possible explanations for people driving differently in similar circumstances.

Of course, a system of values is partially developed when the student enters Traffic Education. He or she already possess some beliefs and attitudes about speed, drinking and driving, the use of radar and other topics related to traffic. Furthermore, many of the values which influence driving behavior are broad

*Many of the ideas in the discussion on values are drawn from Values and Teaching by Louis E. Raths and others.

in scope and influence and are a part of the student's total value system (for example, values related to authority and social responsibility). Nevertheless, because of the interest students have in driving, and also because of the nature of the traffic environment, Traffic Education has an unique opportunity to influence the value system of the student.

Traditional methods of teaching for values, particularly moralizing, are open to question. Too often we attempt to prescribe, exhort and coerce the student to accept our values instead of helping him to clarify his purposes, interests, beliefs and attitudes as a means to acquiring his own value system freely and thoughtfully. Moralizing encourages persons not to think for themselves, and to accept uncritically what the person with power or status happens to be telling them at the moment. Feelings, if any are engendered in this way, tend to lack the strength necessary to produce action when other complicating factors occur. So it would appear that in Traffic Education, which depends so much on the cultivation of values, that teachers need to be particularly adept in establishing an atmosphere conducive to the value clarification process.

What kind of a teaching-learning climate will you find where the value process flourishes? First, you would probably be impressed by how uninhibited the students were in expressing their beliefs and attitudes in situations where there are no "right" answers. You might hear remarks such as "old drivers should be taken off the road," "I don't see where a few drinks will hurt your driving," or "I don't see why we have to wait until we're sixteen before we can drive" and other value statements. Students would feel safe to speak their minds without fear of harsh judgments by their peers or teachers. Related to this freedom you would find a teacher responding to things a student says or does in a way that stimulates the student to clarify his thinking and behavior. Instead of the teacher saying, "You shouldn't feel that way," "No, that's wrong," "That's stupid" and other judgmental remarks which fail to consider what the position means to the student, you are more likely to hear statements like the following:

"Did you consider the alternatives?"
"Can you give me some examples of that idea?"
"What are the consequences of that idea?"
"Is that a personal preference or do you think most people should feel that way?"
"What are the assumptions behind your position?"

One can readily see that the second group of responses avoids moralizing, criticizing or trying to give values, but rather puts the responsibility on the student to examine his ideas and behavior and to decide for himself what he wants. Furthermore, they tend to communicate basic and honest respect for the student's thoughts and feelings.

The teacher in this kind of learning situation would use methods for eliciting value statements and then spend more time listening than talking. Students would be requested to write and/or discuss in class their reactions to quotations, provocative statements, contrived incidents, visuals, alternative positions, a series of probing questions and other devices which would tend to bring forth the attitudes and values of the students. When using these techniques a teacher constantly looks and listens for value indicators to respond to. In responding to the students, written or oral comments, the teacher should use the same non-judgmental type of response previously described, in an effort to help students become more skillful in clarifying issues and in verifying facts on which they

believe their value judgment rests. In this kind of climate the teacher gives up the somewhat standardized adult role of telling young people what to do, when, and where and how.

Verbalizing thoughts for communications to others helps students to clarify their beliefs, attitudes and values. A person in jest remarked, "I don't know what I think until I hear what I have to say." In the process of expressing attitudes and values for others to examine, one is compelled to organize his thinking in a meaningful form which may in itself afford him with a clear insight. He may then discover that his views are less valid than supposed and, as a result, he is more likely to consider alternative viewpoints. In addition, a therapeutic benefit results to the person who harbored a resentment about a certain issue. In a sense he will feel that he has "gotten even" with the persons or situations against whom he harbors the resentment, permitting him to view the matter with greater objectivity in the future. The value process takes advantage of these potential benefits by asking the student to speak or write about his views on various referents.

Although group discussion can help students to clarify their values, sometimes they should examine and write their views privately and deliberately on alternative positions, provocative statements, probing questions and other referents, before group discussion occurs. Valuing is a personal and private matter and cannot be accomplished effectively in a room full of talking, at least in the early stages of thinking on a particular issue. Some degree of argumentation may occur in group discussion causing participants to become defensive about positions which they were only trying to clarify and not necessarily adopt. But after students respond privately in writing, small group discussion will allow them to see and consider other alternatives which had not occurred to them, but now they are less likely simply to copy another person's values. At some point in the process the teacher will react to their written work with clarifying responses, and perhaps read interesting alternatives in class. Then the process may be climaxed by a class discussion based as a solid structure of information and thought, the essential ingredients for forming generalizations.

In the value process there is time and place for the teacher to make known his ideas, feelings and values. We cannot deny that statements and behavior of certain teachers strongly influence student thought and action. The strength and direction of this influence depend on what they think of the teacher as a person. If they respect him and enjoy being in his classes, they will give serious consideration to his ideas. A respected teacher--or other model identifying figure brought into the class in person or through tape, film or television--gives visibility to a value and furnishes additional evidence for the students to consider in analyzing the issue. In any case the teacher must make sure that he does not interfere with the value process when he injects his ideas and feelings. It takes a while for the proper atmosphere to develop, so the teacher should conceal his opinions during early trials of the process, or they will simply be copies. When the teacher senses that the students truly believe they can talk openly about matters and adopt their own position, then it is safe to present his views by statements and questions, such as, "This is how I see the issue," or "Have you considered this idea?" In this way, the teacher makes certain that students have considered all of the essential alternatives, without making any obvious effort to impose his values on the group or even indicate which are superior.

The right to choose values does not mean that the student has the right to choose how he will act in Traffic Education class. A teacher is compelled to demand that the student obey traffic laws during laboratory driving periods, be honest in examinations and other assignments, consider the rights of others and other "ground rules" for classroom and laboratory behavior. However, the student decides for himself what value he places on these controls and the teacher, although he can influence, cannot force or control this process of valuing.

The value process represents one possible approach in the teacher's total repertory of methods, an approach to be used for helping students to clarify thinking on matters which have no "right" answers. When the objective is to teach or review subject matter, the teacher will make judgments about the adequacy of answers and he will provide standards of rightness or wrongness. How ridiculous it would be to raise clarifying responses about the validity of Newton's Laws of Motion or the physiological and psychological effects of alcohol. These topics embody solid scientific evidence to be learned by every student. However, the value each student places on the implications this subject matter has for his behavior will depend upon previous and subsequent learning. The main point here is that value clarification is not the method of teaching Traffic Education, not a panacea, but one promising method which can be integrated with other methods for affecting traffic behavior of young people.

Some teachers would be reluctant to allow students to adopt their own values, feeling that the students may choose "wrong" values. Keep in mind that students will adopt their own values whether the teacher uses the value clarification process or indoctrination techniques. In the area of values, learning is a personal and private matter which can be influenced but not forced by anyone. Force may win verbal acceptance and temporary compliance, but it will not produce the value necessary for changing behavior permanently. Underlining the value clarification process is the assumption that most young people who have acquired the facts on an issue will arrive at values best for them if given a free and open climate and a teacher skilled in managing the process. If they do not, what other approach acceptable in a country which prizes the democratic process would be any more effective? Perhaps those who prefer to indoctrinate students underestimate man's capacity for intelligent, self-directed behavior, particularly if we help him to clarify his values.

Evaluation and Grading

Properly conducted assessment of the capabilities that have been learned provides an important source of feedback to both learner and instructor. This feedback can be used to diagnose difficulties, plan activities and in general help the learner to enhance his learning experience. Unfortunately, assessment data is frequently used primarily for grading purposes, rather than as a device for improving student and teacher performance.

The traditional letter grading system tends to interfere with the kind of teacher-student interaction conducive to attitude and behavior change. Value judgments in the form of threatening grades act like static in broadcasting; they produce extraneous data which tend to distract the teacher and learner from the important objectives of the learning process. Many students become more concerned with figuring out what the teacher wants and values, than with any attempt at independent and original thinking. This situation almost negates the effective use of the clarification and inquiry methods suggested earlier. Fortunately, there seems to be a trend toward modifying the present system to reduce the negative

effect of letter grading on meaningful learning. Stating learning objectives in specific performance terms is a significant step toward more effective evaluation. When this is done, and students are informed of the behaviors expected of them, they will no longer have to "psych out" the teacher's values. A set of well defined objectives for each learning concept, clearly evident to both instructor and learners, serves to motivate and guide the learning process of which evaluation is an integral part.

Performance objectives not only describe expected student behavior, but also demand a minimum level of achievement. As teachers, we have the responsibility to see that each individual student can either meet this level of proficiency, or that we have evidence to show that it is impossible for him to do so. Unless we consider the material trivial, irrelevant and worthless, how can we justify dismissing a previous learning concept when some students understand only 50% or 75% of the material? (Especially, when safety is involved.) This suggests that we would have to evaluate a given student, two, three, four or more times before the student finally mastered that knowledge or skill. But if we consider the task important, how dare we move on without making sure that the student can accomplish it? If the task is not important, why are we evaluating it?

There is a distinction between norm-referenced measures and measures that are criterion-referenced, and this discussion suggests that we emphasize the latter. Norm-referenced measures are interpreted only by reference to a distribution of scores obtained from an entire tested group. In other words, scores express the extent of individual differences, and students compete against each other for high scores. (This kind of competition is of questionable value with respect to learning.) Furthermore, teachers tend to be pleased when the scores are widely distributed in a somewhat normal curve of distribution, because they are supposed to be discriminating in grading students. A criterion-referenced measure is quite different. Interest here is not how different one learner is from another, but rather on the extent to which each learner has achieved the performance objectives. Scores of this type of measure derive their meaning by reference to an external standard (criterion). It is the latter type of measure that is needed for assessing the performance objectives in Traffic Education.

When the criterion-referenced measures are used, teachers find out if the student can meet the minimum level of performance established for that particular concept, principle, topic or skill. If not, "back to the drawing board" for the student until he can meet the standard. In the case of written test items, the re-learning process may require only a brief explanation or reminder by the teacher to correct the deficiency. In other instances, additional study, practice or tutoring may be required before the student finally achieves the standard. In any case, failures are not simply ignored (perhaps even hoped for), as tends to occur when norm-referenced measures dominate the evaluation and grading process.

If all students are expected to achieve a minimum level of achievement on objectives with which instructional planning began, what criteria can teachers use to be somewhat discriminating in assigning letter grades? No really satisfactory answer is available with respect to this question, but here are a few suggestions. Although each student must meet a minimum performance standard relative to the basic driving tasks and functions (ability to identify, predict, decide and act in a variety of traffic situations), some students will exceed that standard by a significant margin. This high level of achievement can be recorded and credited to the student through a higher grade. Other criteria, not directly related to driving task performance, available for grading purposes are:

1. promptness in turning in on time and in acceptable form written or other assignments;
2. initiative in finding and using supplementary material;
3. respect for the ideas and values of fellow students;
4. conformance to the "ground rules" set up for the classroom and laboratory phases of the course;
5. ability to ask pertinent questions;
6. use of accurate thinking habits;
7. originality in carrying out special projects; and
8. effort, improvement and achievement in view of the learner's potential.

To evaluate objectively traits like promptness, initiative, respect, conformance and effort, the teacher needs to maintain a systematic procedure for keeping anecdotal records of student behavior. This process will furnish the teacher with evidence to support his value judgments. Granted these traits are not essential for driving a motor vehicle, but they do facilitate class management and the learning process. In other words, they serve as a means for the student to acquire, more effectively, the concepts, skills and values that will help him to become a competent driver. So the motivating effect of grades can be an asset when used to encourage these traits.

Informing Students and Parents

The final grade, although required by administrative regulations and for other reasons, is absolutely meaningless to the parent unless some opportunity exists for describing the factors that were considered in arriving at the final evaluation. Therefore, this report strongly recommends that additional information be supplied to the parents regarding their son's or daughter's readiness to drive.

Two other steps are also recommended. First, both student and parent should be notified early in the course about the precise criteria that will be used for judging the student's proficiency and achievement at the end. Secondly, a few contacts (letters, telephone or face-to-face) with parents, and certainly with students, of the borderline or problem cases, may be warranted during the course to relieve a learning difficulty, or at least prepare the parent and the student for eventual failure. Students and parents deserve counsel before the final reckoning so that the student has a chance to rectify his ways. In any event, another letter should go to the parents at the end of the course describing the student's ability at that time.

Evaluation is not an end in itself, but a means to an end. The end is learning. Unfortunately, our present system of evaluation, with considerable emphasis on "grades," appears to be used as an end. Furthermore, norm-referenced measures breed student vs. student competition within a single class, an unhealthy intellectual and emotional climate. The trend toward stating curriculum objectives in specific performance terms capable of measurement, and requiring students to achieve a minimum standard, appears to be a promising development. Nevertheless, most teachers--performance objectives or not--still face the grading problem for which there appears to be no good solution. But that is no excuse for not doing a thorough job of evaluating student progress in meeting performance standards. Knowledge of progress is an effective motivator for the learner, and a valuable indicator for the instructor.

In conclusion, the following principles are suggested to guide the evaluation and

grading process in Traffic Education for Montana students.

1. A sincere effort is made to evaluate and measure all the behavioral outcomes that traffic education strives to develop.
2. Students and parents are clearly informed of grading criteria.
3. Students are periodically informed of their progress toward the course objectives.
4. Students are encouraged to evaluate their own physical, intellectual and psychological traits with respect to driving and citizenship.
5. Examinations and tests are constructed to emphasize the understanding of concepts and principles, not merely factual knowledge.
6. Teachers use student progress forms, rating scales and systematic recording of behavior to evaluate the social and emotional traits of students.
7. Students are encouraged to participate in traffic education learning experience for the inherent driving and citizenship values rather than solely for the purpose of getting a grade or driver license.
8. Students and parents are given a detailed description of the student's status (strengths and weaknesses) at the completion of the course.
9. Teachers, within the limitations of time and resources, make an effort to follow the driving experience of students after they leave the course.

The Changing Role of the Teacher

Recent developments in education suggest that the primary function of the teacher is to manage the learning process. This concept implies that the teacher is more of a situation provider than a mere conveyor of information. He must arrange situations to induce student reactions that will lead to learning. Moreover, the situations provided should be those that hold promise for making a difference in the behavior of students as they become active participants in the highway transportation system. It appears doubtful that a mere "pouring in" process will be effective in this regard.

Teaching Strategies

Traffic Education teachers need a variety of strategies (patterns of behavior, maneuvers, methods) at their disposal to handle different kinds of learning and a variety of students. Teaching strategies are more or less useful depending upon the educational objective at the moment.

For example:*

If we are trying to induce	then we use
1. mastery of content and achievement of skills related to the driving task.	1. demonstrations, recitations, programmed techniques and strategies that maximize memory and skill development;

*The ideas here are from The Structure of Learning by Bruce R. Joyce and Berj Harootunian, pages 110-111.

2.	productive thinking, including the ability to interpret and evaluate information from generalizations; application of facts and principles in new situations; formulating and testing of hypotheses.	2. questioning, interpretation of data exercises, problem solving techniques, case study analysis, games which induce students to think and other inquiry type strategies;
3.	self-direction and improvement	3. provocative statements, questions and situations to elicit attitudinal statements, written and oral teacher responses (non-judgmental) to attitudinal statements, discussions, role playing, individual counseling, and other tactics which induce students to reflect on themselves and take responsibility for their own behavior.

These examples, not intended to be all inclusive, summarize three important types of student behavior that lead to learning, and suggest appropriate strategies for stimulating the behavior.

Very few teachers can become highly competent in a large number of strategies, but most teachers can and should expand their range of maneuvers. As their range increases, the opportunities for bringing about more kinds of learning also increase. Each teacher must create the kinds of tactics that he is comfortable with and can implement in accord with his personality, but this does not preclude an extension of his teaching styles. Teachers who gain great satisfaction from the customary role of giving information and demonstrating skills, can experience even greater satisfaction from guiding students through an inquiry or clarification process. However, added skill and satisfaction in the use of a new method may take some time. In most cases, the new tactic should be tried in small segments, so that skill and confidence are built gradually. Otherwise frustration and failure may result, causing the teacher to decide that the tactic is worthless, when in fact, the manner of use of the tactic was the real reason for failure. In any case, teachers can extend their teaching repertoire dramatically if they are acquainted with the essential conditions for using the proposed method, and willing to try out new ideas.

The Teacher and Technology

In Traffic Education, as well as in other subjects, the development of simulation, educational television, programmed learning, and multi-media are causing a change in the teacher's role. These devices for presenting vicarious experiences and for automating some learning will not replace the teacher, but instead they may create a demand for more and better teachers. If the more onerous aspects of teaching can be relegated to automative devices which convey information and increase the opportunities for self-instruction, then the teacher can concentrate his skills on helping students to form generalizations, to clarify values, and to develop decision-making capabilities. These higher and more difficult forms of learning, too often neglected, depend upon the acquisition of prerequisite knowledge which can be supplied by these newer media. The task of selecting appropriate "packaged" material,

and planning situations which cause the student to interact actively with the material, will become an increasingly important challenge to the teacher. Reconstructing the role of the teacher does not require new and highly sophisticated facilities, equipment and materials. The emphasis is not on what the teacher could do with better equipment and facilities, but what is possible by way of improving the climate of learning. Every teacher is in a position to introduce and encourage a commitment to thinking, to reasoned beliefs, to the pursuit of ideas. The process of finding and testing meaning only requires a teacher knowledgeable of the subject matter and the learning process, with a lively imagination and interest in playing with ideas. A teacher with these competencies will do better with modern learning devices, but the devices will not compensate for the inadequate teacher.

Developing Decision-Making Capability

Since the decision-making process is so prominent in driving and other tasks related to the system, instruction in Traffic Education must facilitate and regulate the exploration of alternatives on the part of the learner. A multitude of alternatives are involved in driving and preparing to drive. "Should I make the trip in this weather?" "Should I pass that other car?" "Will another drink make a difference?". Aside from driving, we decide on alternatives related to support for traffic officials, traffic safety legislation, car and insurance purchases, use of the family car, and many others. If the teacher is successful, students will learn to assess alternative arguments in a consistent and intelligent way, by examining the consequences of the choices for both the individual and society. The assumption underlying this method is that self-direction and self-discipline are not acquired merely by carrying out the dictates of others, but are cultivated by giving students the opportunity for facing problems, exploring alternatives, making and implementing decisions. Instruction is only a provisional state, designed to make the learner more self-sufficient for meeting inter-personal and institutional type problems typical of what they will confront in the future.

Certain actions on the part of the teacher will facilitate the process of exploring alternatives. Alternatives, first of all, should have meaning for the student and should be goal oriented. In this regard the teacher at times may let the student present the alternatives. This technique can help establish a climate in which students feel free to reveal perceptions and to explore ideas, beliefs and values in a search for meaning. The student must feel free to choose, because a coerced choice is no choice at all. However, the student must be reminded that in some areas there is no choice available that an intelligent person would consider. In summary, the teacher helps to identify meaningful alternatives, acts as a counter to the ideas put forth demanding only that they be supported, and ultimately leads the students through a process of thought which clearly reveals the personal and societal consequences of the choices.

Team Teaching

In recent years the practice of two or more teachers pooling their efforts and taking responsibility together for teaching groups of students has become increasingly prevalent. The nature of traffic education, with both classroom/laboratory experience, lends itself quite well to team teaching. In fact, many situations demand that two or more teachers coordinate their efforts. For example, in some schools different teachers handle the classroom and laboratory instruction. A common example of team teaching in Traffic Education is found in the use of the

multiple-vehicle method. The team plan takes a variety of other forms, but in any case, a basic requirement for success in this venture is the opportunity for members of the team to meet and plan together.

Team teaching has a number of features that facilitate the teaching-learning process.

1. Two or more teachers can manage and control a large number of students better than a single teacher (reinforce each other emotionally and intellectually).
2. Teachers are in a better position to provide personal assistance to a student having difficulty.
3. A team of teachers cooperating with one another sets a good example of a model adult society that students could imitate.
4. Teachers are able to analyze one another's performance and provide feedback to each other that will help to improve the learning process.
5. Occasionally one teacher is able to reach a child that other team members seemed unable to help.
6. Teaching teams generate better ideas for lessons as members become sources of ideas for one another.
7. A team approach furnishes the opportunity to exploit the special capabilities of individual members. (Teachers complement each other.)

For many years the teacher's primary responsibility was his own class, which he taught alone. The capabilities needed for success in that setting are appropriate in team teaching, but, in addition, some special attributes are required. Team teaching demands that every member learn to work and plan together in a responsible manner.

School Superintendents Look At Traffic Education

The following excerpts from speeches of two school superintendents are used to conclude this section on the changing role of the teacher.

Dr. Robert P. Moser presently with the Wisconsin Improvement Program at the University of Wisconsin included these remarks in a speech entitled, "What A Superintendent Expects From Driver Education Instruction."

> First of all, if we envision driver training to involve only the physical skills of handling a lethal weapon, the automobile, we ought to forget the whole thing as far as schools are concerned, and let some other agency of society employ a bunch of technicians or para-professionals to handle the habit teaching, and let it go at that.
>
> On the other hand, if we envision driver education as a significant means of human conservation, as an important phase of student attitudinal development--then, and only then we have every right to be engaged in the activity--as a matter of fact, society will require that we be engaged in it and that we do an expert job with it. If we are really going to educate drivers as opposed to just training them, we must have some pretty high level expectations for the men whom we call our driver educators. So far as I am concerned you are not driver trainers; you are driver educators--and there is a significant difference.

I don't want to be misunderstood, and I don't mean that all we have to do is just shrink heads and develop attitudes and everything will come out fine. We must realize that part of the process in education of drivers does involve skills development, but that the skills are means and not ends, and we ought to remember that the skills come first along with the attitudinal development. By no means is the end passing the driver's test, and passing the test ought not to be held out as the objective--the objective is safe and sane behavior on the highway.

Dr. Dwight Teel, Assistant Superintendent of Curriculum and Instruction, Milwaukee Public Schools, spoke on "Ethics of Driver Education Instructors."

The driver education teacher needs to demonstrate the hallmarks of a teacher, not only with respect to driving skills and knowledge, but the hallmarks for the teaching profession of which he is a member and which encompasses driver education. As teachers, we have the responsibility of using the tools of the teacher. I am speaking of the importance of such things as the driver education teacher using good English and of having written materials prepared neatly, in standard format, and well-organized so that they communicate effectively--the same standards that apply for other subject areas.

We are teaching our students more than how to drive. We are educating youth to be the kind of people we want them to become. We teach them to drive only because we want them to become kinds of people who behave in certain ways in our society. If we take our charge as really being teachers of young people, using driver education as the medium through which we teach and look at what we want these persons to become and then develop our whole relationship with them in this regard, we should have a better product of person, scholar and citizen.

Evaluating Specific Methods and Techiniques

Some years ago Dr. Richard W. Bishop spent a semester observing high school traffic education teachers in the classroom. Here are four generalizations based on his observations:

1. Teachers were highly enthusiastic about their subject and eager to acquire new ideas that would improve their instruction. However, many were concerned because the students failed to share their enthusiasm for the classroom instruction.
2. The majority were doing conventional teaching from the textbook (read-recite-test), rarely using a panel, a demonstration, a role playing situation or a discussion of some local or personal problem. When teachers did relate textbook material to local and personal problems increased interest was apparent and the class was "alive."
3. Much class time was spent learning traffic laws and other facts that students can acquire outside the class. Perhaps this practice helps to explain why some teachers complained about not having enough time.
4. Compliance and unquestioning acceptance of the teacher and textbook authority was promoted by typical classroom procedures. A teacher seldom responded to a student's question with "What do you think?" but instead presented a neat little answer that usually closed the issue.

Students enjoy and profit from methods that stress intelligent classroom participation. They are no longer content to sit and be taught; not content with a passive role.

We should think of the student as an active learner and not as a passive receptacle into which we stuff required bits of knowledge. In fact, if intellectual activities remain passive exercises, while the excitement of doing, exploring, creating and decision-making is left to the athletic field, year-book office and dance committee, then interest in classroom activities will surely decline. In Traffic Education the important concern is that students not only know, but also that they believe and act on the acquired knowledge. This objective will more likely be realized if they have as many real and contrived purposeful experiences as the teacher can reasonably arrange. Learning is experiencing, doing and reacting. Teaching methods vary according to the personality and previous experience of the teacher, facilities and equipment available, student needs and maturity level, purpose and other factors. A successful approach in one situation will not necessarily work in another, and no one method is best for all situations. In fact, there is a surprising variation in the methods used even among the most successful teachers. However, when an approach is effective you find that: (1) the method was skillfully handled; (2) the teacher possessed confidence in the method; (3) the method was appropriate to the end desired and the group taught. The following discussion evaluates the potential of selected methods and techniques for achieving specific learning goals.

Dramatizations--Role Playing

The role playing idea suggests promise for cultivating attitudes as well as for knowledge acquisition. Two or more students act out a situation relating to a problem which the group is discussing. For the most part, conversation is spontaneous, which tends to bring out feelings and attitudes which otherwise might not appear. If one of the students has previously displayed hostility toward policemen, the teacher could arrange for him to play a policeman's role, the theory being that the student's hostility would be reduced after viewing the policeman's role from a different view. Under proper guidance, which insists that the group attend to the subject under discussion, rather than the role-playing itself, this technique can effectively dramatize different viewpoints in a way that promotes better individual and group understanding of interpersonal problems. Here are suggestions for role playing situations:

1. A man and woman driver at an accident scene talking to a traffic accident investigator (or other situations at an accident scene).
2. Policeman stopping a violator, with the ensuing conversation.
3. Mock traffic court trial.
4. Teenager and parent discussing the use of the family car.
5. Passenger and driver engaged in conversation to show how the passenger can be a help or hindrance to the driver.
6. A meeting of the community traffic safety council.
7. Insurance agent and driver discussing an automobile insurance plan.

Field Trips

Cost and time problems prohibit frequent field trips for an entire class, therefore, teachers more commonly assign trips to individuals and small groups.

Whether the whole class or a small group takes the trip, the teacher should help them prepare for the type of experience they can expect to encounter. A mimeographed guide, which includes questions and problems developed jointly by teacher and students, helps insure a rich educational experience. Pooling experiences and discussing ways to improve future trips culminate the activity. Suggested field trips relating to Traffic Education objectives:

1. Traffic Bureau of Police Department
2. Traffic Court
3. Insurance Office
4. Accident scene
5. Traffic violators school
6. Legislative session
7. Traffic engineer's office

Games

As a change of pace, games can be devised in which the students face traffic related decisions they will face in later life. For example, the format from one of the currently popular television quiz shows could be adapted to classroom use. Students will quite likely derive the greatest benefit from the thinking and study necessary to formulate good questions. The interest and motivation stimulated by the competition involved in this technique may be used to good advantage by the imaginative teacher.

Group Discussions

Our attention here is on a process in which students actively take part in examining a problem in an organized way. The primary purpose is not to acquire new information, but rather to form generalizations and cultivate new insights and values. The teacher makes certain that students have acquired at least a certain minimum of prerequisite knowledge, defines the area of discussion, and poses relevant questions. (Questions are not designed to elicit "facts" but instead to help students generate hypotheses and clarify values.) Otherwise, the teacher (or a student) plays the role of moderator, relating student comments to one another and to the central problem, so that an orderly sequence of discussion is maintained. The teacher refers student questions to the group for their consideration rather than rushing in with ready-made answers. Through this and other techniques, the teacher maximizes student participation and avoids making any obvious effort to impose his generalizations and values on the group. Ideally the group forms the generalizations and arrives at a new position by analyzing the consequences of alternative experiences and conflicting positions. The group under the direction of the teacher tries to reach a consensus, but if this is not possible, at least the differences are clarified. In summary, it can be said that group discussion furnishes teachers with a valuable tool in helping students form generalizations and clarify values that will lead to intelligent courses of action.

Independent Study

Proper teacher planning for independent study assignments can help to solve at least two challenges confronting traffic education (other subjects also).

1. Students enter Traffic Education with varying background, experiences and capabilities, related to driving and traffic safety. Therefore, each student needs a different kind of Traffic Education.
2. Most teachers find that the time allotted to Traffic Education within the total curriculum is insufficient for accomplishing the objectives of the course.

The following discussion will not treat these problems separately, but will present some ideas in support of independent study as a means of meeting one or both of the challenges. There is nothing new about independent study; teachers have been assigning "homework" since the beginning of formal education. Undoubtedly, this mode of instruction can perform a highly important role when used properly. Homework assignments should be integrated with preceding and subsequent learning experiences, and also be within the capability of every student. Their purpose is not to separate the bright and dull students, but rather to ensure that all students have acquired a set of prerequisite knowledge. When the homework assignment has been effective, teachers can then proceed to provide learning experiences in class that students cannot duplicate on their own.

What is the potential of independent study for achieving the objectives of Traffic Education? Teachers commonly spend a large amount of scheduled class time on traffic laws and other factual material. Is it not possible to pre-package this kind of information so that students acquire the knowledge via self-instruction outside of class? Through a brief recitation (recitation is a legitimate mode of instruction when confined to assessment and feedback of what the student has learned outside the class) or written quiz, the teacher then checks to make certain that students have indeed learned the material. Given well designed written material and diagrams, students can also learn the steps for various driving maneuvers as homework assignments. Many other examples could be presented to illustrate the value of self-instruction in conserving scheduled class and laboratory time for group discussions, demonstrations, panel presentations, resource people, role playing, films and filmstrips, supervised driving practice and other learning activities that cannot be duplicated elsewhere.

Higher forms of learning should also be built into homework assignments. Learning referents such as questions, provocative statements, magazine or newspaper articles, accident cases and traffic situations are particularly valuable in this regard. Depending on the nature of the referent, students are asked either to interpret, evaluate, summarize, look for underlying causes (accident cases) or hypothesize. In addition, homework assignments sometimes take the form of individual or group projects. Here students get practice in designing projects or investigations that lead to a product, like a report or a demonstration. The intention here is merely to emphasize that outside assignments lend themselves to both the clarification and inquiry processes previously described.

Outside assignments which promote self-instruction: (1) furnish opportunities to tailor the course to meet individual needs and interest; (2) allow class time to be used for activities best suited to "group" learning; and (3) enrich and expand learning opportunities. Traffic Education involves a broad body of cognitive, affective and psychomotor learnings to be acquired and developed within a relatively short time. This reality demands a high level of efficiency in the use of time which will be facilitated by self-instruction well integrated with other modes of teaching.

Informing, Explaining and "Showing How"

Although use of the lecture method in high school is in somewhat bad repute, the very nature of the teaching process makes "telling" and "explaining" take up a fairly large portion of the total classroom time (a smaller portion in the laboratory phase). For explaining a process, introducing a new topic, showing how something is done, or summarizing what has been learned, it is reasonable to expect the teacher to do considerable talking. When the objectives is limited to acquisition of knowledge possessed by the teacher or other expert, a presentation can provide facts and information to many people at the same time. However, the competent teacher explains only enough "to explain" and does not compel the learners to absorb a lot of information which may be irrelevant to the achievement of the immediate task or question. He feels his way by observing facial expressions, observing trials and listening to questions. In this manner he determines the appropriate time for clarification or repetition. Frequently, the results are better if we err on the side of offering less rather than overdoing the explanation. You may have heard of the student who described his teacher by saying, "He tells us more than we want to know." The real genius lies in just offering enough to meet the situation.

Appropriate visual aids, used properly, increase the teacher's power to inform and explain. A picture is not necessarily worth 1,000 words, but it can be. Teachers should make certain that the material presented is clear and well-illustrated, appealing to as many of the receptor senses as possible. Use of the blackboard, various kinds of projectors, charts, models, demonstrations and other aids enrich explanations and facilitate learning. Not all students learn in the same way, but all of them need to see the process clearly and understand the accompanying words.

Motion Pictures

In determining whether a motion picture, or another teaching method should be used, the teacher looks at the objectives for a particular segment, and then determines the nature of the learning situation that best promotes these objectives. A film is appropriate if it promises to contribute certain experiences to the learning situation that cannot be achieved in any other reasonable way. However, the film is not a teacher substitute--functioning in isolation--but rather a supplementary teaching device that needs correlation with the topic being studied and with other aids to produce an integrated learning experience. Since students are conditioned to the motion picture as an entertainment medium, they need training in how to look upon a film as a vital source of information. In short, they must learn to learn through films. Although there is no fixed rule for teacher and student preparation to use a film, the following practices are in common usage among skilled teachers.

1. Preview the film and prepare a brief outline or guide to the film content. Guides are generally available from the producer.
2. Explain to the class what the film can contribute to the topic being studied.
3. Discuss new words or terms used in the film.
4. Present a brief list of questions to direct the attention of learners to key points that will be discussed.
5. Set up the best possible conditions of temperature, illumination, sound and seating.

6. Telling the students they will be examined on the film will step up learning considerably.

Well-conceived teacher and student preparation for a motion picture pays off in the post-showing discussion period. At this time misconceptions are cleared up and follow-up activities initiated. A suitable film, intelligently presented, sometimes stimulates increased interest in a topic leading to further study and reports by individuals or committees, field trips, invitations to resource people and other activities. Other teaching materials may be made available such as models, charts, pictures and reference books to follow up important points in the film. Occasionally, a second showing is profitable. Whatever follow-up activity students engage in, the aim is to develop concepts, desirable attitudes and improved ability to think. These factors are major goals of a classroom instruction, and the motion picture provides a dynamic teaching device to aid the teacher in achieving these outcomes (the use of television will not be discussed separately since most of the guidelines presented here also apply to television).

Panels

If the primary purpose is to present information--often controversial--from several points of view, the panel technique is appropriate. Several students report facts and information concerning a selected topic, and then discuss the issue, guided by a moderator. Following this, the moderator entertains questions and commentary from other class members. The active panel members usually benefit most by the experience, but the thinking of other students can also be stimulated and clarified by the formal presentation and the ensuing discussion.

Projects

Under proper direction a project type assignment can be a stimulating and meaningful experience for the students, especially if the teacher successfully challenges their ingenuity and originality. To help students select a subject teachers sometimes suggest a list of projects from which they may choose, but at the same time encourage original ideas. In any case, projects selected should be those that promise a significant learning experience for the students involved.

As with any teaching technique certain limitations exist, but the effective teacher works at overcoming them. Not infrequently the project, whether it be a model, chart or survey, becomes an end in itself; thus, the student learns only to build a model, construct a chart, or conduct a survey. To avoid this situation the wise teacher encourages students to focus attention on the implications which the project and its underlying data have for improving driver behavior or some other aspect of the system.

Students need to understand and appreciate the purpose of their activities. Motivation increases when they know something worthwhile will result from their efforts. Culminating activities take many forms, but certainly each student or group should at least report their project outcome to the class. Following these reports the outstanding ones could then be exhibited to other school and community groups.

Information on driving habits and other data may interest and aid official traffic agencies and public information media. However, teachers should clear with official agencies before releasing any information that might reflect on the effi-

ciency of the police, traffic engineer, driver license officials or safety council director. More than one teacher has learned this the hard way, in spite of good intentions. If the traffic agencies are consulted during the project planning stage, conflicts are avoided, ideas for the projects are obtained, students are impressed with the need for coordinated traffic safety efforts and the school and community are brought closer together.

In a mid-western city, the Police Department asked the high school traffic education class to tabulate the numbers and types of violations, especially right and left turns, at an intersection having numerous minor accidents. The survey was conducted during the hours when the accidents were most frequent. Students worked in pairs, each armed with a tabulation sheet. When the data was finally gathered and summarized, the survey showed that the accidents were not a result of persons making improper right and left turns, but rather a result of congestion due to double parking. After stepping up enforcement of the parking law, accidents in this area were reduced fifty percent. The traffic education class was awarded a citation from the Police Department for the significant contribution to solving the problem.

In another community, a committee of students from a traffic education class developed a scale map of their town, and then plotted the accidents for a one-year period using different colored pins to indicate fatal, injury and property damage accidents. This project was especially significant because the police had no spot map, and, therefore, used the one developed by the students.

The above examples represent the type of projects for traffic education students that are not "busy work," but are practical experiences in effective traffic citizenship.

Psychophysical Tests

In most traffic education courses, teachers use devices to test psychophysical factors that affect the safety and quality of driving. The teacher must realize that in general the test scores do not give complete, professional measurement of the physical characteristics tested. Moreover, the teacher does not have the competence or authority to diagnose physical defects. Nevertheless, the tests can furnish preliminary indications that more detailed, exact and professional measurements should be made, as, for example, in cases of possible eye defects. The school has a legal and moral responsibility to make a reasonable effort to determine a student's physical fitness before placing him behind the wheel of a car in traffic. In many schools the nurse already has health information on students that will be valuable to the traffic education teacher. However, even though she may have all the data needed to determine the fitness of individuals for traffic eduation, the teacher will probably still want to use the tests for other reasons.

In addition to their screening function, psychophysical testing devices can also serve an educational function. The tests are especially effective in stimulating interest which can be used to emphasize how one can learn to compensate in his driving for limitations. Studies show that certain physically handicapped groups have better driving records than the "average driver" simply because they are aware of their deficiencies and have learned how to compensate. These tests serve to show beginners that the other highway users they will meet on the road vary in physical ability. Full appreciation of this fact encourages drivers to

be prepared for unsafe behavior by others due to physical impairments.

A class session or two preceding the administration of the tests permits a study and demonstration of the physical factors affecting the driver, the normal range of ability in these traits, how they are tested and ways to compensate for limitations. These sessions should come near the beginning of the course, particularly if the students are starting laboratory driving lessons. If the traffic education teacher is solely responsible for determining physical fitness through these tests, they should be administered before the student goes on the road.

Investigations comparing accident-free and accident-repeater drivers reveal no significant difference between the two groups in physical abilities. In spite of this, normal physical traits are an obvious asset to drivers and psychophysical tests are still useful in traffic education, but the teacher should explain their limitations to prevent students from associating good scores on the tests with superior ability to drive safely. This thinking could lead to complacency and overconfidence.

Psychophysical tests can be purchased, loaned, constructed or improvised. The most convenient plan is for the school to own a set of the tests, so they are available whenever needed, but this is not always economically feasible. In some localities schools have joined together to purchase a set cooperatively. In other instances, the teacher or students have built their own, through the cooperation of the Industrial Arts Department. Teachers have also devised ingenuous ways of simulating the testing devices with little loss of educational value. Whichever plan is adopted depends on the budget, location of the school, availability of tests on a loan basis and the inclination of the teacher.

Resource Persons

Since the content of traffic education includes information from many disciplines, the teacher of this subject cannot be an expert on every area. So he frequently invites the police officer, traffic engineer, insurance representative and others to visit his classes. However, the responsibility remains with the teacher to insure a profitable experience for his class. Careful planning, which considers the following suggestions, tends to increase the effectiveness of these visits.

1. Know the speaking capabilities and philosophy of the specialist before issuing an invitation. You can turn off a poor film, but not a guest speaker.
2. Schedule well in advance so everyone concerned has sufficient time to prepare.
3. Carefully delineate the items you desire included in the presentation. Most speakers will appreciate this information.
4. Prepare the students for the visitor. Outline what they can expect to learn, and also prepare questions for him to answer.
5. Follow up the visit by reviewing, summarizing and evaluating the session. The visit may stimulate interest in a related topic or activity.
6. Promote correlated learning by having students introduce the speaker and write the thank you note.
7. Realize the public relations value of this technique by notifying the public information media.

Supplementary Reading Assignments

This technique is suggested on the basis of two assumptions: (1) students can profit by selecting and reading magazine articles, booklets and pamphlets on traffic safety; (2) requiring them to write a brief annotation and evaluation of the reading increases the value of the learning experience. In order to prevent the length of the article from being the main determining factor in the selection of articles, a system of "weights" can be established. Using a three to five page article as a basic weight of one, and counting articles twice and three times that long a weight of two and three respectively, students tend to use other criteria for selection. The length of an annotation for a basic one-weight article can be set at say 100 words. If a longer article, booklet or pamphlet is read and is to be credited as an equivalent of several articles, 100 words is used as the basic one-weight and multiplied times the number of 100-word units. For example, one booklet the equivalent of five small articles should received a weight of five.

The annotation should indicate the nature and scope of the article's content, and in a separate paragraph the student writes a few sentences appraising the reading. The title information preceding the annotation follows a standard form.

Bauer, John, "The Teenage Rebel and His Weapon - The Automobile", Traffic Safety, 5 (July, 1969) pp. 10-15, 32.wgt.1.

> The automobile is described as a tool by which the young driver is allowed to express himself. To make matters worse the teenager is undergoing a period of difficult mental and emotional adjustment. He or she is too big to be treated as a child and too young to take an adult's place in the world. When the pressure of this situation gets too large, something has to give, and too often the teenagers rebel personality asserts itself in poor driving habits. Mr. Bauer calls for more effective studies of the teenagers to weed out the potentially unsafe driver and more effective legislation pertaining to unsafe drivers who cannot be rehabilitated.
>
> The author has clearly explained the basic cause of reckless driving habits by some teenagers. However, most young people are learning to be responsible drivers.

Traffic Accident Analysis

One of the most important objectives in Traffic Education is to develop the ability to sense a hazardous situation. Possibilities for increasing this ability exist in having students analyze case studies of traffic accidents. Cases should involve drivers whose ages match those of the students, so they can identify with the characters in the accident. Here is an example of an accident described by 17-year old Bruce Coble, that could be used for analysis.

> "After school on Friday, Lance, a friend of mine, came home to help me with the chores and stayed to eat dinner with us. Mother wasn't too happy about this because she thinks Lance has some bad habits, especially in driving, that I will follow. After dinner, we went to the high school football game in my car.
>
> Following the game, two carloads of us decided to drive to a school dance

in another town to meet some girls. The other car started out ahead of us, but I passed them and was still well ahead, driving about 55-60 mph, when the trouble started. It was a rainy night and the road surface was wet.

The accident happened real fast. My left front wheel caught in the center mound of wet gravel pushed there that day by the grader and my car pulled sharply to the left. I tried to correct the situation by steering and braking, but we skidded across the highway and off the road, where we hit a boulder that toppled the car over on its top.

One of my passengers suffered a badly bruised ankle and shoulder. The car was a total loss. The result could have been much worse because we barely missed a tree when we left the roadway."

Imagine a teacher skillfully prompting his students to think, study and discuss the following questions about the case you just read:

What factors contributed to the accident?
Why did Bruce act the way he did?
Have you observed behavior like his in an acquaintance of yours?
If you get into a similar situation as a driver or passenger, what can you do to avoid trouble?

Certainly, a classroom discussion of questions like these would tend to widen and enrich the students' store of information about the what, why and how of traffic accidents. Through the discussion, concepts might be developed that would relate to such things as: the effect of emotions on driver behavior; the danger of a competitive urge when driving; passenger responsibility in preventing automobile accidents; misperception of road conditions; how to cope with a skidding car; the coefficient of friction on wet gravel; and responsibility of road departments in preventing traffic accidents. All of these are topics usually taught in traffic education courses, but here they would be related meaningfully around a single focal point--the accident.

The following guidelines are suggested to the teacher who desires to explore the possibilities of this type of learning experience.

1. Sources of Accident Cases

   a. Police accident reports or interviews with traffic investigators.
   b. Teacher-prepared cases based on interviews with drivers involved in accidents.
   c. Student-prepared cases based on interviews with drivers involved in accidents.
   d. Direct accident experiences in which the students were involved as passengers.

2. When to Use

   a. To stimulate interest in a new topic, or to illustrate an important concept under the topic.
   b. Near the end of the course to help students relate, review and reinforce the content of the course.

3. How to Present the Cases

   a. The essential driver, vehicle and environmental factors should be printed or in tape or record form.
   b. The diagram of the accident can be printed along with the other information; otherwise chalk, magnetic or flannel board, opaque or overhead projector or slides can project the diagram.

4. Different Approaches to Case Analysis

   a. Present the case to the entire class and ask them to identify the factors causing the accident along with preventative measures.
   b. Divide the class into groups of 3-6 members and give each group a different case. After they have time to study the factors involved, permit the groups to report their findings to the class.
   c. Assign students to play the role of the driver or drivers involved in the case. After they present their story, allow the class to ask questions of the drivers.
   d. After the students know how to proceed in analyzing the cases, assign cases to be completed independently as an outside written assignment.

Students and teachers involved in field testing the accident analysis technique, emphasized that these general benefits can result.

1. Studying actual accident cases focuses student attention on the "crucial learnings" needed by drivers to operate safely and efficiently on the highway.
2. An accident case may involve important concepts from all the traditional units of traffic education instruction. Integrating and relating the concepts around a focal point, the accident, tends to establish a meaningful learning experience.
3. Students learn that most accidents involve more than a single cause, and that none of the factors are trivial if they were needed to create the accident.
4. Teachers discovered that accident cases "triggered" a lively group discussion, which helped students to clarify their beliefs, attitudes and understandings of concepts involved in the accident.
5. Students felt that the accident analysis experience helped them develop the ability and desire to recognize accident-producing situations and adjust accordingly.
6. Based on student reactions, one of the greatest values in using accident case studies for analysis appears to be in preparing drivers to react correctly in emergency driving situations.

Like any other technique, effectiveness of the case study technique depends largely on how the process is handled. Teachers should try different ways of using the technique in an effort to squeeze out every bit of learning, which may be a surprisingly large amount. Further experimentation, with built-in evaluation, is needed to evaluate this and other devices for achieving the objective of traffic education.

Traffic Situation Analysis

Analyzing pictures (still or moving) or drawings of traffic situations will help students develop perceptual, predictive and decision-making capabilities. These can be presented through slides, filmstrips, short films or graphic illustrations developed by the teacher or students, or obtained from an outside source. The class as a group, or students working independently, view the situation in a problem solving attitude, looking for cues that require the driver to adjust his speed or position.

Traffic situation analysis tends to stimulate interest, discussion and further study. In addition to improving the ability to identify, predict and select appropriate courses of action, many opportunities arise for teaching traffic laws and other segments of content in a meaningful setting. The ingenious teacher capitalizes on the initial interest created by the situation, using it as a means to developing or discovering important generalizations.

Laboratory Methods

Methods under this category are well described in college textbooks in traffic education and in other publications. The reader's attention is directed to the following publications related to the three major laboratory methods.

Anderson, William G., In-Car Instruction: Methods and Content, Addison-Wesley Publishing Company, Menlo Park, California, 1968.

American Driver and Traffic Safety Education Association, 1201 16th St., N. W., Washington, D. C. 20036
The Multiple Car Method
The Driving Simulator Method

Conclusion

Attempts to evaluate the relative merits of teaching methods is complicated by two major factors. First, no one has yet formulated a learning theory satisfactory in all respects. Theorists differ in basic viewpoint and accepted premises. Secondly, the complexity of the teaching-learning process has handicapped attempts to measure the relative merits of various methods, so evidence to support "best" methods is somewhat inconclusive.

In the following paragraph, Bruner suggests that we are still in a very early stage of development with respect to pedagogy, and thus need to experiment, evaluate and refine. Someday we will be ready to compare the effectiveness of one method against another. He adds:

> "In conclusion, let me take a very pragmatic position. Develop the best pedagogy you can. See how well you can do. Then analyze the nature of what you did that worked. We do not yet have enough good principles at this point to design an adequate experiment in which this group gets this "treatment" and that group another "treatment." The experiments of this type have been grossly disappointing. The best things that you can do at any given point, I would urge, are to design a pedagogical "treatment" that works extremely well, and then work your way back. Later on, design hypotheses to determine what you did. But for the

moment, can we not declare a moratorium on little experiments that produce miniscule effects? Instead, use contrast, use different kinds of representations, use such formalisms as you can, develop self-consciousness. With a mixture of psychology, common sense and luck you may produce an effect on learning that is worth studying. Then purify and experiment. But first invent and observe. That seems to me to be the pragmatic strategy. It is not in the grand experimental tradition of physics. But is experimental pedagogy in the grand tradition of physics at this point in history? It may very well be that it is more like economics, a mixture of models and pragmatics. It is in this spirit that I have suggested six ways of possibly aiding a child to discover something for himself. The formal experiments can wait until we have shown that some 'treatment' is worth the trouble."

In spite of Bruner's statement, many facts about learning theory are known and accepted, but wide differences appear between theorists and practices by the average teacher. That condition does not mean that the theorists are wrong; it may mean that teachers have not acquired the essential skills for implementing the theory. This section is designed to help curriculum builders and teachers bridge the gap between theory and practice.

SUMMARY AND CONCLUSIONS

Following are the major ideas which either guided or resulted from this curriculum guide.

Nature of Traffic Education

Formal instruction is essential to help young people enter the highway transportation system as vehicle operators and as responsible participants in system improvements. Instruction should not be confined to developing entry level psychomotor skills, but should also emphasize cognitive and affective learnings that promote continuing improvement. Secondary schools are uniquely qualified to furnish that kind of instruction. They have the capability to provide qualified instructors, adequate facilities and equipment, and an atmosphere conducive to learning where large numbers of learners are found.

Human Functions

Human functions--identify, predict, decide and execute--involved in performing traffic related tasks, serve as reference points throughout the curriculum. These functions are identified early and referred to constantly. They act as criteria for judging the validity of both content and method. Each curriculum item is designed to improve learner capability in one or more of these functions. In short, they act as a boundry and a background for the learning experiences.

Performance Objectives

Instructional objectives are stated in terms of expected student outcomes and imply both content and method. They exhibit constructive changes to be produced in the behavior of students. This approach tends to motivate and direct the learning process. Objectives related to operator tasks portray real world behavior (turns, entering freeways, passing, etc.). In other cases, the behavior that can be taught and measured during the course only enables students to perform

effectively in real world situations. In every case, however, objectives emphasize student-environment interaction as opposed to student-teacher interaction.

Fundamental Ideas (Concepts)

Emphasis is placed on ideas that repeatedly help operators to move from origin to destination safely and efficiently. During a traffic education course students can be exposed to relatively few of the specific situations they will encounter in their driving careers. Therefore, they need "tools," in the form of concepts, for coping with varying and sometimes novel conditions. For example, "separate the hazards" is a valid and practical idea that is applicable numerous times per minute of driving. Students are more likely to remember and act upon meaningful ideas than they are upon a group of fragmented facts and rules. Besides, if learning focuses on the fundamental ideas, details, if they are needed, tend to fall into place.

A Challenge to Teachers

Before traffic Education can hope to modify the behavior of young people, teachers must become more than dispensers of information and trainers of skills. Information and manipulative skills alone do not produce proficient drivers. Learning needs to have personal meaning if students are to behave differently. To facilitate meaningful learning, teaching demands competency in providing situations that encourage students to (1) examine and clarify their feelings and values, (2) explore alternative forms of behavior and related consequences, (3) make and try out decisions in new situations, and (4) formulate generalizations. For best results, students need to participate actively in these higher forms of learning. In short, information and skills must be taught in such a climate that students see and accept the responsibilities associated with the learnings.

Discovery Versus Telling

Concepts that students discover are more meaningful and remembered longer than those handed down to them or imposed upon them. Quite often the process implied by the preceding statement would be too slow and inefficient. On the other hand, there are many opportunities for traffic education teachers to guide students through an inquiry process that will result in student derived generalizations. Teachers should experiment with the method in "small doses" until they build up a repertoire of questions and other techniques that are effective for them.

Efficient Use of Classroom and Laboratory Time

Scheduled classroom and laboratory time should be designed to achieve objectives that students cannot accomplish on their own initiative outside of class. Too often teachers spend class time trying to "pour in" factual information that students, properly motivated, could acquire through homework assignments. For example, most students can learn about the dynamics of vehicle control, procedures for skills and maneuvers, traffic laws, facts about alcohol and drugs and other cognitive learning by studying well-designed textbook and lab manual material. (Poor readers and the mentally retarded will need special materials). Some

class time will be needed to determine if students have acquired the information and to clarify the more difficult parts of the assignment. But then the teacher is free to use panel discussions, role playing, demonstrations, debates, resource people, audiovisual aids, practice driving and other methods that students can experience only in the classroom or laboratory.

Planting Seeds for a Continuing Learning Process

A semester course (or less) in traffic education will rarely change a student's "style of life" but it can change his "style of driving." Following this educational offering, students should be able to identify the competencies required to operate a motor vehicle, realistically appraise their present level of competency, and instigate a course of action that will lead toward excellence. Perhaps this is the most important goal of traffic education, i.e., to help students acquire the insights and motivation that will enable them to become the best they can become as a member of the highway transportation system.

STANDARDS AND PROCEDURES FOR THE ORGANIZATION AND ADMINISTRATION OF TRAFFIC EDUCATION

STANDARDS AND PROCEDURES FOR THE ORGANIZATION AND ADMINISTRATION OF TRAFFIC EDUCATION

(This section to be distributed at a later date)

The present Traffic Education Standards and Procedures of the Office of the Superintendent of Public Instruction are being reviewed by the Traffic and Safety Education Supervisor and a committee of traffic education instructors.

Revision of the present standards and procedures will be available no later than August, 1974. Schools will receive a copy of the revision and can place it in this section of the guide at that time.

Until then, the present standards and procedures remain in effect.